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New York, August 25, 1883.

Notice the Change.

With the August number of the Scholar's Companion the sixth volume was completed. It is the desire of the publishers to broaden its scope, for thousands of young people not in the schools are subscribers to it. The opening of the seventh volume seems a fitting time and so upon the September number a new name will appear—TREASURE TROVE. It is designed without changing the price or size of the paper, to publish a work that will be full of choice treasures, a bright, interesting and instructive paper at a low price is needed by the boy and girl, and this TREASURE TROVE shall be. We call on the teachers everywhere to aid us in this undertaking; we aim at the same objects they aim at. The price is still 50 cents a year; See that your pupils subscribe for TREASURE TROVE.

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THERE is much inquiry made about the Normalville school of Ill. We would advise all who can spare the money to spend a year there in training under Col. Parker. Those who do so will be in demand at good salaries—provided they catch his ideas.

COL. PARKER's work at Martha's Vineyard this year has been most satisfactory. His speaking and magnetic power is increasing. He will go next year into Tennessee probably. Prof. Straight will, perhaps, succeed him at the Vineyard; his reputation is rising steadily.

WHAT has caused the steady rise in teacher's wages during the past 25 years? We reply, the intelligence of the teachers. Let all laborers look at their labor from this standpoint. Let them unite to improve their qualification. If the qualifications of the teachers were raised their wages would rise still higher.

LAST year there was a request made that the Editor of this paper select a "Quincy" primary teacher at a salary of \$1,000, for a small town that pays an average of \$400 to its primary teachers. He was unable to find a teacher. This year there is a request for two such teachers. Also for a superintendent and an institute conductor of the same "persuasion."

THE students in the normal schools should study EDUCATION; this would seem to be an axiom. But do they? A graduate of a normal school writes: "I was nearly two years in a normal school; I was thoroughly drilled in the studies I will admit, but I really learned nothing about education. I shall commence teaching this fall, but next summer shall go to Martha's Vineyard."

THE end of the telegraphers strike came after a month's trial. Those workmen had the sympathy of the public, but not the material assistance they needed. They lost \$400,000 in wages in that time. Let us hope the Western Union will give them pay for Sunday work and for over hours, and shorten the hours of labor. Let the Brotherhood ask the public to sign a petition to that effect.

ON Dr. Holland's monument in Springfield are the words "Et vitam impendere vero," "To devote life to truth." This will describe his life; he was a teacher and so is every one who strives to make the world better. Let the teacher take courage when he reads the life of such a man. Let him say "I too am a teacher." One of these days it will not be a despised profession.

THE appointment of James H. Smart, LL. D., as President of Purdue University, Lafayette Ind., is one we deem most fitting to be made. His interest in general education has made him an object of interest to a wide circle. We have no small number of college men who take no interest in anything save their own institution. They do not know

whether there is such a thing as a state association of teachers. Dr. Smart is not one of that class.

"TALKS ON TEACHING" is commanding a wider attention every day. The Iowa teachers lead off in demanding the work; a superintendent writes: "The fifty copies sent to me were quickly exhausted, the teachers are wild over them; send fifty more."

A copy has just been ordered by a teacher in Honolulu, Sandwich Islands; teachers going to the Argentine Republic asked that it should be placed on the list of books to be purchased.

There is reason to think that the parents will want this book; let teachers call the attention of parents to it.

THREE German lines read:

"Muthig gestritten,
Christlich gelitten,
Weiter geschritten."

Courageously striving,
Christlike enduring,
Onward advancing.

The mode of the work of the student and teacher is summarized here. He must labor with all his might; he must do it, because the Christ-man did it and in his spirit; he must go forward day by day, presenting a newer, nobler front each day, demanding newer and nobler thoughts and companionship. To strive, to endure, to advance.

THE declaration which is sometimes made that Christianity is losing its hold on the people is a mistake. Think what millions are poured out every year to help the poor. Larger sums of money are devoted to hospitals and asylums and institutions of learning, and to carry the Gospel into new settlements, and into waste places, and to far-away lands. Once they built vast cathedrals, which are yet the admiration of all who love architectural beauty and solidity and grandeur. Today the chief efforts are to build up humanity. When we see missionaries going to Africa and Asia, when we see the sacrifices that are made in so many homes, we may be sure there is something still left besides a vague feeling, and poetic speculation. Christianity is getting on a more solid basis. It is entering into the life of the nation.

THE place for the next National Educational Association is beginning to be agitated at the west, and it is a plain case that the Association must broaden its ideas or a western association will inevitably be formed. It is complained that the N. A. does not represent the real educational sentiment of the country, and that it is run in the interest of a clique whose Mecca is Boston. The west believes that a style of education equal to that attained in Boston is surpassed in many of their cities.

We have long urged that the management of the affairs of the N. A. must be committed to the entire body of teachers of all the states. Hence we ask them, where do you wish to hold the N. A.? This matter is now open

for discussion. Let every teacher express his mind on this point, it is a free country. If it be answered that few teachers take an interest in the N. A., it is replied that the fault is in the N. A. The progressive spirit will attract progressive teachers.

EDITORIAL CORRESPONDENCE.

Martha's Vineyard is well suited for educational purposes. It has a pure sea-air and there are pleasant attractions at every point. I found the "Institute" enjoying a prosperous year; Prof. Putnam and his energetic wife have given themselves to the work of building it up, and if it succeeds, they deserve the credit.

The fair devised by Mrs. Putnam was in progress on my arrival, and the gross results will be about \$1,000. The debt of \$2,000 will be half cleared off by it; but Prof. Putnam is already planning an enlargement. He wants to erect a boarding department, and I deem his plans very practical and necessary.

Prof. Straight had a very interesting class. He brings them before him and discusses a simple experiment, say that of the falling of an unsupported body. This leads to the effort of the class to make apparatus to measure the force of gravity, etc., etc. This apparatus is brought in and tried next day, and so the work goes on; a room is fitted up with tools and both men and women were found here at work preparing to prove or explain some point before the class. Of course the apparatus is of the most simple kind, but it answers its purpose if it answers the question proposed to nature.

One of the class, a very intelligent lady, gave her experiment before her class to show the effect of alcohol on blood and brain. They were simple and yet educative on the temperance question. At the conclusion, the class questioned her closely; this custom, I found, prevailed in all the classes.

Col. F. W. Parker had a large class and it was very attentive; yet it was plain from watching them and from questions, that a large number did not understand him. The "New Education" cannot be comprehended in a short time; it is based too deeply. It has a psychological basis and only those capable of introspection can get hold of it. It is quite different from the "object system" that any raw girl thought she could see into in ten minutes; one of these heard an "object lesson and reported it as "you hold up an object and talk about it." Col. Parker's class evidently expected to grasp the entire subject at once, and were disappointed in themselves a little (perhaps) and in the lecturer a good deal. "He speaks in riddles," said one. "I don't see how I can apply it to my school," said another.

But patience and close attention showed the solid philosophy that underlies his teaching. He endeavors to lead his hearers away from mere methods. In fact he may be said to be "down on methods"—at least methods that do not lead to principles. He attempts to establish a clear frame-work of principles and leave the teacher to work them out each for himself in his own way. This is philosophical, and the only just course. Whatever may be said about the "Quincy system" it cannot be said that it is a shallow conglomeration of methods to be learned. "Quincy" teachers are singularly free from ruts and routine; they are filled fresh and bright because they are at liberty to invent methods for each new occasion.

Since the 1882 lectures, Col. Parker has married Mrs. Stuart, a very highly cultivated lady, quite well known as an admirable teacher of the Delsarte system. Mrs. Parker has become no mean addition to the ranks of the "New Education" for her cultivated mind not only clearly grasps the ideas of her husband, but she is interested deeply in spreading them all over the land. May these two well-mated educators long live to help on the great movement that is swelling into force in our land!

Miss Patridge has thoroughly identified herself with the "Quincy" work; the notes she made of the Col. Parker's lectures of last year have given her a deserved prominence. She probably has as

good an insight into the system as any one in the country next to Mr. Parker himself. She is making ready a new work, began several years ago, when the Quincy movement was first started. It will be ready next spring. She is in demand at Institutes, especially in Pennsylvania.

In fact there is a heavy demand for "Quincy" teachers—far out-running the supply. (Here is a hint for the strikers.) They can ask their own prices. A gentleman at the Vineyard said he came to obtain two and found them "out of the article." Col. Parker will be besieged at Normalville for teachers very soon. Of course there are plenty who will say, "They understand it"—and if you ask, "Where did you learn it?" They will reply, "I have read Col. Parker's book." Such is life.

On Saturday Col. Parker went fishing over on the "Horse-shoe" (wherever that may be), and invited Supt. Rickoff and myself to bear him company. Now, the Colonel would have made a good admiral, for he delights to snuff the sea-breeze. I was obliged to decline, but Supt. Rickoff rushed to his fate. It was a rough day, and the bold Yonkers Supt. was a very sick man the next day.

Many notable men gathered at the Vineyard to attend the "Institute," and it is a pity they can not be photographed for the benefit of our readers. Prof. Boisen is not only known as an admirable teacher of German, but he comprehends education in its large sense, and is a poet as well. Prof. Warren of the New Hampshire School, has won for himself a splendid reputation as a teacher while here. Both of these gentlemen go to the Lawrenceville, N. J., School at excellent salaries. Each has a fine house and the care of twenty boys. The Lawrenceville enterprise is one that will be carefully watched; it is liberally conducted by John C. Green.

The teaching and sailing facilities are excellent, but the attention at the "Institute" kept all busy. Some took painting lessons; some modeled with Prof. Coolidge; some studied the Semitic languages; some phonography—in fact, every art and accomplishment is taught here, including bicycling and roller skating.

A. M. KELLOGG.

For the SCHOOL JOURNAL.

THE OLD AND THE NEW.

BY E. D. BRINKERHOFF.

A young teacher reads of new methods in his educational periodicals and is interested. If he mentions them he hears them condemned by experienced teachers. If this were all he might nevertheless try the new. But, unfortunately, the old are upheld by many of the educational journals. The young teacher is in doubt. To determine the matter for himself, he puts in practice some new modes of whose proper use he has only the vaguest notions. The condition of his school and community, and his own want of knowledge and training, render the experiment a failure. He finds the old methods so much easier, that he returns to them with the intention of making further investigations perhaps. Future trials bring the same results, and eventually the young teacher becomes a hardened, conservative fog.

It is amusing to listen to teachers of long experience and hear them express their satisfaction with old methods, and mark their zeal in defense of them. Get at the facts and you find that they know nothing of the new methods. This prevents the advancement of it.

WHO ARE OUR BENEFACTORS?

Not only the teachers; thousands of selfish woman, thousands of grasping monopolies. For example: railroads are benefactors. When riding over large stretches of territory, when coming through wild and rough places the passenger suddenly catches a glimpse of a thriving town and feels "the railroad did that." We know of numerous towns and cities which are successfully and prosperously engaged in manufactures in that State that owe their success to the low charges made upon the traffic of those towns by the railroad companies. These towns have been fostered into ac-

tive and flourishing industry by special rates, they could not have paid regular freight charges and competed with established factories elsewhere. It may seem a singular act that a railroad should help a manufacturer to start in life, but it is done. The capitalists were assisted while the workingmen were helped a great deal more.

The cost of carrying a barrel of flour by rail from Minneapolis to Boston is one dollar at present. It cannot be done for that price except by the railroads. Sound corn has been burned for fuel in the west because it cost so much to transport it to the consumer. Wheat can be profitably grown in Minnesota and Dakota because the railroads afford cheap transportation. This, for the workingman, is a blessing that cannot properly be estimated.

The subject is a vast one; the cheap transportation offered by railroads reaches into all our industries. Men visit their friends at great distances for a sum of money that if employed to hire horses would not convey them one-tenth of the distance.

This should be thought of in various aspects. Jay Gould builds a railroad for his own profit it is true, but it cannot be successful unless he brings it in the power of poor people to ride on it. The selfish movements of civilization help to higher and better things. No one can live for himself.

EDUCATION.

WHAT GARFIELD'S IDEAS WERE.

School-houses are less expensive than rebellions. It seems to me a perpetual wonder that any child's love of knowledge survives the outrages of the school-house.

That man will be a benefactor of his race who shall teach us how to manage rightly the first years of a child's education.

One-half of the time which is now almost wholly wasted, in district schools, on English grammar, attempted at too early an age, would be sufficient to teach our children to love the Republic, and to become its loyal and life-long supporters.

The old necessities have passed away. We now have strong and noble living languages, rich in literature, replete with high and earnest thought, the language of science, religion and liberty, and yet we bid our children feed their spirits on the life of the dead ages, instead of the inspiring life and vigor of our own times. I do not object to classical learning,—far from it; but I would not have it exclude the living present.

Greek is, perhaps, the most perfect instrument of thought ever invented by man, and its literature has never been equaled in purity of style and expression.

The student should study himself, his relation to society, to nature, and to art; and above all, in all, and through all these, he should study the relations of himself, society, nature, and art to God, the author of them all.

Next in importance to freedom and justice is popular education, without which neither justice nor freedom can be permanently maintained.

Use several text-books. Get the views of different authors as you advance. In that way you can plough a broader furrow. I always study in that way.

The student should first study what he needs most to know; the order of his needs should be the order of his work.

"MAN cannot live by literary education alone. He must do something which the world wants done, and for which it is willing to pay living compensation. If the signs of the times be not misleading, there is going to be a growing demand for men and women who combine the educated hand with the educated head, who know how to perform some useful kind of manual labor, superior intelligence giving superior value to what they do. Those who know the best, most economical, most expeditious and, in many branches, the most artistic, way to produce a certain article will be in greatest demand at the best wages. The scientific spirit of the age demands skilled hands to apply its discoveries and inventions; it is now embarrassed for the want of them. It is now obliged to do the best it can, to take up artisans without special training, who do their best to follow instructions. But this is not enough. Men and women must be educated to the work, and the tree is easier bent when it is a twig."—*Wheeling Intelligencer*.

PUZZLES FOR YOUNG TEACHERS.

Supt. Wolfe, of Nevada, Mo., refers to knotty mathematical problems and knotty sentences as follows:

"There is an upright conical shaft one hundred feet in height, with a base diameter of one foot. Commencing at the bottom a half inch rope is wound around the shaft to the top. An eagle takes the end of the rope at the top in its beak and flying horizontally unwinds the rope; what distance does it fly?" If I failed to solve this problem I was not competent to teach school. How much sleep I have lost and how much humiliation I have suffered at the hands of these chronic problem-venders! Then came the nuts in parsing and analysis. Nothing was ever asked of the nature and obligations of a promissory note, bill of exchange, order, receipt, or indorser, how to send money, write a letter, or how to write an article for a newspaper, even upon the most simple subjects; the best method of thinking and expressing thought; the works of literary merit that I had read. Being young and exceedingly ignorant in those days, I received the impression that the chief occupation of most of my pupils in life would be solving hard puzzles, and analyzing idiomatic sentences.

"It made no difference how ignorant a teacher might be on other topics, if he could crack these nuts he 'went head' in the estimation of these Solons who are gradually passing away. The best public schools are omitting higher arithmetic and higher algebra in order to give time to teach the pupils how to think on live questions and express their thoughts in clear, forcible English. It does seem to me that the majority of the teachers of the world, like the ostrich, have poked their heads into the sand, and refused to breathe the vitalizing atmosphere as it comes from the bar, the bench, the counting-house, the bank, the mercantile establishment, the farm, the rostrum, and the press. In my opinion the best teacher is he who gathers practical information from every source, assimilates it, and deals it out to his pupils so as to develop thought, and discriminating and investigating power."

DR. WILLIAM T. HARRIS in his lecture before the Concord School of Philosophy took up the subject of the immortality of man. He gives a new demonstration of immortality as follows:

"The divine self-activity in whom knowing and willing are identical, so that its knowing is at the same time a creating of its objects, knows itself, but this does not create a world of finite beings. He knows only himself, and creates or begets his own likeness, a perfect being equal to himself, the second self-activity or person.

"The second person, equal in knowledge and willing, creates a third equal to himself, but also creates a world of finite creatures in a process of evolution. Because the second knows his own derivation from the first, which is only a logical precondition, and not an event in time, so far as his perfection is concerned, in knowing it he creates it, and it appears as a stream of creation rising from pure passivity up to pure activity.

"The inorganic nature and the plant and animal do not now attain true individuality, but man does. Man makes his environment into the image of his true self when he puts on the form of the divine second person. As that form is the elevation of the finite into participation with himself, so man's spiritual function is the realization of higher selves through institutions—the invisible church which is formed of all the intelligent beings collected from all worlds in the universe.

"The social combination of man with man is thus the means of realizing the divine. The principle of the absolute institution which we call the invisible church is called altruism or love. It is the missionary spirit, or the spirit of self-sacrifice for the good of others. This is the realization in man of the occupation of the Creator, and is therefore the eternal vocation of man.

"If man were not immortal there would be a break in the chain of beings that reaches from the

pure external and passive up to the pure active, and hence the external elevation of the second person into equality with the first person would be impossible, and therefore the first person would not know himself in the second, hence there would be no self activity at all, and consequently, also, no derivative or finite being. But this is impossible.

"The immortality of man and the necessity of intelligent beings on all worlds at some stage of their process is manifest from this. The first divine knowing creates or begets the second, and sees in it the world of evolution and the third divine unity of blessed spirits in the invisible church as the Holy Spirit.

"The creation of the world is the result of the knowing of the relation of the second to the first person, and as all this is within the self-knowing of the first, it is called a 'double procession.'"

THE NATIONAL EDUCATION ASSEMBLY.

The second meeting of this Assembly took place at Ocean Grove, Aug. 9, 10, 11 and 12. It is under the control of no organization, but is made up of such friends of universal education in various parts of our country as have been drawn together chiefly through the influence of Rev. J. C. Hartzell, D.D. The meeting was held in the auditorium of the Ocean Grove Association. A large number of persons were in attendance at nearly every session.

Of all the annual National gatherings of educators which it has been my privilege to attend during the last thirty years, as well as in many of the State gatherings, this has been the most remarkable for its size and for the number of able and exhaustive papers and addresses presented.

"The Relation of Education to the State—to our National Government," setting forth its duties and obligations to make appropriate provision for the masses of illiterate people as the best means for its own growth and development, for its defense and perpetuity, as well as for the welfare and happiness of all its races of people, was elaborately, ably and appropriately set forth in a large number of well-prepared papers.

Dr. Hartzell seems to have been the chief mover and agent in getting up and arranging the program; and it must be said to his honor that he has made a success of it without at all obtruding himself into the work of the convention. He provided distinguished presiding officers for the various sessions, which gave a pleasing variety to the exercises, and secured universal sympathy from the large audiences.

The positions taken by some of the speakers were debatable; they were all better adapted to awaken a general interest in education than to furnish hints or aids calculated to improve our methods of training.

Senator Blair, of New Hampshire, was about the only representative of our National Government, aside from Commissioner Eaton, of the Bureau of Education, who was present and gave sanction to the work by word and action. His efforts were highly appreciated.

EVOLUTION OF MAN.—As yet, no scientific evidence has been met with giving countenance to the theory that man has been evolved from a lower order in animals. Professor Virchow declares that there is a complete absence of any fossil type of a lower stage in the development of man, and Prof. Barrande, the great palaeontologist concurs in this. In his investigations he found no fossil species developing into another. No scientific man has yet discovered a link between man and the ape, between fish and frog, or between the vertebrate and the invertebrate animals; further, there is no evidence of any one species, fossil or other, losing its peculiar characteristic to acquire new ones belonging to other species; for instance, however similar the dog to the wolf, there is no connecting link; and among extinct species the same was the case; there is no gradual passage from one to another.

The best government is that which teaches us to govern ourselves.—GOETHE.

For the SCHOOL JOURNAL.

WANT OF FAITH.

The number of those who have a firm belief in the possibility, the power and the progress of education seems very small. Is this lack of confidence the same in other professions? Do preachers, in general, preach and pray better when the salary is paid in advance? Do lawyers, when a case is being laid before them, say to themselves, here is a matter that will enable me to pay my rent for an entire season? Do physicians consider a man with a liver-complaint good for \$75, one with a cough good for \$100, and so on? Is the teacher to be calculating that every lesson "heard" is so much money in his pocket?

This may seem to be an extreme none of the professions have reached or ever will reach, except in the fertile brain of a Dickens. Let us not be deceived. There are those who labor in their fields with self-forgetfulness who would labor without reward just as faithfully as they now do. There are preachers, teachers, physicians, and lawyers who feel they have a duty to perform as much as Casabianca ever did, and who steadily do it in obedience to the command of Ought. Such men assure us that human nature is not wholly corrupt.

This is hardly what we mean. There are many in every profession who have little faith in the ideals of that profession; they reduce everything to a business basis. It is supposed that the teacher is concerned about the harmonious development of the children; they tell us, however, that this is all well enough to talk about at conventions, etc., but that the main thing is to see that the lessons are well learned and recited. If progress is hinted at, we are told that no advance has been made beyond the work of Thomas Arnold, or they may go back even to Socrates.

This lack of faith is a serious thing. There are those in normal schools who deny there is such a thing as teaching teachers to teach; there are those in colleges who insist that Latin and Greek contain all that is needful for human culture; there are those in primary schools that decry the word-method and even the harmless blackboard. That there has been too much grammar, too much spelling, too much dependence on marking, too much book-grubbing, has never occurred to thousands of teachers; they affirm their confidence in the good old ways.

A gentleman possessing a good reputation as a thinker, standing at the head of a normal school, lately said: "They talk about progress in education. I would like to see it. The Kindergarten is a little machine, the cry about language lessons is a humbug." What this man says boldly, many men holding prominent positions think to themselves. They are willing others should attend conventions, and they themselves are quite willing to read "papers" on education, but as for believing it will do any good, that is quite another thing. "It looks well for these things to be done," they say in explanation.

To all of this we reply, "Have Faith." In this busy present there is so much dust and noise that we cannot estimate our own progress. In the days of Pestalozzi how many had faith in his work? We read the descriptions of his associates and wonder they were not more penetrated by his ideas. As for Froebel we well know that he was considered "an old fool" who spent his time playing with children, and the work of thousands of the most earnest teachers of to day will be held in light esteem. If they think and experiment, if they gather their fellow-teachers together and tell them the results; if they write out their convictions in educational journals they stand a good chance to be called enthusiasts. What then! The science and art of education is at best but partially understood; if it is to remain in its present incomplete condition the rule that applies to other arts and sciences would be disobeyed. Let no one's heart fail him. We are in the midst of a great and glorious progress. What has caused it? The teachers denied there was progress and the public refused to believe them, and it has discussed the subject and commanded progress.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

WHISPERING.

A subscriber writes: I am to have charge of one of the most important high schools in this country. It is my first attempt in a school of this grade, and I would like to have your opinion as to what you consider the best method of prohibiting whispering and preserving general good order—granting the teacher fair natural ability to govern and leaving corporal punishment out of the question. The school I think may be termed smart and rather aristocratic.

The teacher should not dwell on the theme, "How to prohibit whispering." The effect of it is to narrow his plans and make him a police-officer. True, he must have order or there cannot be study, and without study there will be no progress. But it does not follow that no whispering and good order are the same things. It does not look well in a school to see boys and girls talking in a noisy manner with each other, it is true, and many teachers have forbidden whispering for that reason mainly. They get "no whispering" in appearance or reality and believe the school government is on a sound basis. Experience teaches a better way.

First, make up your mind that it will cost you an effort to induce your pupils to govern themselves at a school as well as they do when on a visit, or in general society, but believe that you can do and explain the matter to them and you will succeed. You need not say there is or is not to be whispering. Show them the importance of good order. Tell them that you want the good behavior they show when at a "party," and in every way teach what good behavior is by example and precept. It may seem to many impossible to keep a school still unless there are distinct rules and especially the rule "no whispering"—but thousands accomplish it.

The school must be addressed with skill and with tact; the pupils must be made ambitious to govern themselves; they must be encouraged to observe the rules that every civilized community observes. Five hundred to one thousand persons went on a steamboat lately, drawn from all classes of society—there was no pushing, no loud talking, no disorder; they sat there one hour like a civilized community. Now, the teacher gathers one hundred of the best boys and girls from a town and strives to have no whispering and frequently fails or thinks he fails, because some will whisper.

Let the teacher aim at politeness and good order; there will be little enough whispering if he attains these. These he can attain by tact without much trouble. Thousands of teachers have wasted their lives over an attempt to attain perfect silence in the school room. No whispering is a school-room "fetich." Labor for a larger object, a nobler object. In conducting institutes the teachers are seen to whisper quite a good deal. Why do they do this if it is so very bad to whisper? These young men and women are on their good behavior and that is enough. To say to them "while I am speaking it is not in good taste for you to speak," is a stinging rebuke. The truth is that a school-room can be brought into a state of the best order and every pupil retain his freedom to speak; he will not speak, however, to interfere with the order if he has self-control, and this is to be taught to him if he does not possess it. Suppose John talks a good deal, you call him to you and say "John you are not orderly and polite here, you talk more than is necessary; now if you have not enough self-control I must put you in some seat where you will not disturb the rest." There are very few pupils but will listen to such advice. They have pride and may be induced to a course of right conduct by right motives.

Of course you will "drill" them to understand signals and insist on prompt obedience to regulations, but you can safely leave the good behavior of the school in the hands of the pupils—"no whispering" pertains to good behavior; learning lessons belongs to another department. This matter is fully discussed in "School Management."

For the SCHOOL JOURNAL.

AN INCIDENT.

By V. A.

One day a primary teacher left her pen-knife on her desk when leaving her room at the noon intermission; when she returned it was gone. Feeling hurt that any of her pupils should steal from her, as well as valuing the knife, she talked to them that afternoon of what had been done; she was not one who often lectured her pupils, and her own character and influence were of the sort to give effect to whatever she did say. There were many in her room who had had very little moral training; so she spoke of the principles at stake in the case, of what this might lead to, and so on. Seeing them much impressed, she finally said: "The one who begins to do wrong is in great peril. He will go on until his character is ruined. I care little for the knife, but I do want to have you grow up to be honest." Then she showed them how much better it was for whoever had the knife to return it, and closed by saying that if the one who had taken it had not the courage to come and tell her, he might leave it on her desk, and she would know that he was sorry and would not do so again.

The same afternoon her knife was returned to her desk, and she was specially pleased in noticing the conduct of one of the boys, one of those who had had little or no moral training; while she was speaking, he had seemed very ashamed, and dared not meet her eye, but after the return of the knife he seemed a different boy entirely.

For the SCHOOL JOURNAL.

MAP DRAWING.

By JUSTUS ROE.

Almost every paper in the book or magazine that we read, almost every column in the morning journal or periodical that we peruse requires some knowledge of Geography. In the practical work of teaching Geography it has been settled long ago that this knowledge cannot be learned by simply memorizing names. Map-drawing is universally considered as necessary to a thorough understanding and mastery of the subject, and the best teachers favor and encourage it, because by it accurate geographical knowledge is promoted and time saved thereby. Call to mind the outline or shape of any country, state, or county, the location of the principal rivers, mountains, lakes or cities, and it will be found that what we have drawn we remember.

Admitting then that map-drawing is a necessity, how can the child be induced to take to it kindly, earnestly and hopefully? Very few make forms of any kind correctly. In their first efforts nothing but the horns can distinguish a cow from a horse, and even then some little mischievous urchin would say it was a goat, and it would be necessary to write under it; "this is a cow," to make it understood. Even in later efforts what distortions are made; pear trees that resemble palmettos or firs, sheaves of oats in imitation of corn, blackberries are made to grow on trees, daisies have leaves like tulips, and sun-flowers look like daisies or toadstools.

To teach drawing allow the pupil to use a rule or divider, or tools of some kind to aid him. The best teachers never allow a child to see a misspelled word, with equal propriety they should never draw an incorrect map or picture. Having learned to make maps accurately, they lay it aside as one does a crutch when can go alone.

QUESTIONS.

(The following questions were given at the Normal Institute at Marshalltown, Iowa.)

LANGUAGE.

In the following sentences whenever asked to construct sentences, make them true, and about objects in sight or in mind.

1. Give sentences containing examples of the various modes.
2. Use as the subject of a sentence—1st, a word; 2nd, a phrase; 3rd, a sentence.
3. Give sentences showing the difference in

meaning between *on* and *upon*; *in* and *into*; *between* and *among*; *each* and *every*; *for* and *after*; *some* and *somehow*; *birds*, *bird's*, and *birds'*.

4. Give sentences showing the difference in meaning between *sit* and *set*; *rise* and *raise*; *shall* and *will*; *guess* and *think*; *can* and *may*.

5. Use the following homonyms in true thought expressions: *hear* and *here*; *vein* and *vain*; *pail* and *pale*; *two*, *to* and *too*.

6. Give a rule for paraphrasing.

7. Mention three errors in the use of language, which you have heard lately, and correct them.

8. How can mistakes in the use of language be corrected?

9. At what age should the study of technical grammar begin?

10. How is a child injured by committing to memory the rules and definitions of grammar?

11. How does the child learn language before entering school?

12. Describe the language lessons which you intend to use in your school. Shall they harmonize with the principles that "we learn to do by doing," and that "language is an expression of thought." Give reasons.

13. Draw and write a description of a — State only what you observe and infer.

THEORY AND PRACTICE OF TEACHING.

1. What is the purpose of education?

2. Place the words skill, thought and expression in the order of their natural development. Explain why this is the natural order by giving a simple illustration.

3. Sensation is the absolute basis of all knowledge.

(a) Explain the meaning of this statement.

(b) How do you train children to observe?

(c) In studying objects, what is the measure of the pupil's power to observe?

4. Proceed from the known to the unknown.

(a) How do teachers violate this principle when they require pupils to memorize definitions?

5. What does modeling in clay train the child to do? To what senses does it give culture?

6. State some of the advantages of having a sand-box in the school-room.

7. What is gained by using a molding-board in teaching geography?

8. Name six of the kindergarten gifts.

9. Represent the second gift by drawings.

10. In your lessons on paper-folding, what did you discover that they would develop?

11. Give the order of development in lessons in form.

15. Make a drawing of a square and a triangle. Compare the triangle with the square.

13. Why must a pupil have a knowledge of color and form before he is able to describe objects?

14. Name the primary colors.

15. Name the secondary colors and state the two primary that form each.

16. In what way would you teach that the different combinations of primary colors will produce the secondary colors.

16. Name the complimentary colors.

18. What benefits would result from the introduction of industrial work into the public schools?

19. How do you ascertain a pupil's knowledge of a topic?

20. After you suggest the answer by questions or explanations, is the pupil's expression a measure of what he *knows*, or is it a measure of what he *believes*? Illustrate the difference between knowledge and belief as applied to education.

21. Which furnish the best explanations, the things themselves or word explanations? Why?

22. Would you explain division of fractions to a pupil, or would you have the pupil explain it to you? If you follow the latter course how do you proceed?

23. What is the difference between an idea and a thought?

24. In teaching drawing, what should be the aim and what method should be employed to accomplish it?

25. Make an outline or diagram showing the relation of the following subjects: Penmanship, language, punctuation, capitalization, and spelling.

26. Write an essay explaining your diagram or outline.

For the SCHOOL JOURNAL.

GENERAL EXERCISES.

By W. T. H.

I know of nothing that creates more life and interest in the school, and also proves of more benefit to the scholars, than telling them well-selected stories illustrating the history of our country. I take about five minutes to tell the story. I have the lesson outlined upon the board, and have the children copy this outline nicely in their books. All places mentioned are located on maps and the globe. I first gave them an idea of the Old World's history, marking its eras and showing the great difference, in point of time, covered by the history of the Old World and that of the New. The second lesson was about the New World, the Mound-builders, and the Indians. The third lesson was about the invention of the compass and printing press, and the opinions and beliefs entertained by the learned men of the fifteenth century. The fourth lesson was about Columbus. I illustrated the noble traits of his character, especially his perseverance and fidelity; narrated his adventures and told of his achievements, disappointments and final neglect and mistreatment by the Spanish government. We take up the principal events of our own history in this way. Succeeding each lesson we have a review, the children telling in their own words what I have told them, thus cultivating their powers of expression. I thoroughly prepare myself, and aim to make the lesson interesting and instructive. I think I am creating a taste for biographical and historical literature that will last a long time after I am gone.

For the SCHOOL JOURNAL.

MAKING THE MOST OF ONES-SELF.

The teacher who has diligently made the most of himself more worthily illustrates the ideal teacher, than he who has kept his talent in the napkin. A painting that is a work of art may be so inappropriately framed, and hung at such disadvantage as to light and shade, that only a master recognizes its merit. Or it may be so worthily framed and so fitly placed that the skill and power of the artist's work appeal to the most casual beholder. Teachers ought to be awake to the duty of making the most of themselves. Reserve force is a very commendable thing, as a rule, but the teacher who passes over a subject with his class, and reserves his knowledge or even useful speculation concerning it pursues an ill advised course. To teach well one must needs teach fully, and if the teacher cannot teach all the subject has in it, he can at least teach to the extent of his own abilities, and this may be fairly called teaching fully. There must be self-confidence and there must be an understanding that the teacher's mission is to tell in a proper way what he knows.

Conceited teachers are happily very rare creatures; school-room surroundings are almost a sure antidote to conceitedness,—the constant companionship with uninformed minds seems to force upon the teacher a realization of his own mind's similarity to them. And yet many teachers fail to make use of their actual abilities through fear of being considered a little conceited; they cannot be induced to "let themselves out," as the expression is. Will such teachers never have their eyes opened to the palpable injustice they are doing themselves?

THINGS TO TELL THE SCHOLARS.

THE "GREAT EASTERN."—A ship has at last been found for this ship, which has been lying at Milford Haven (Eng.) for some years past. She has been chartered by a company which proposes to bring coals from Scotland to London; and as the great vessel can take 20,000 tons at a time, the enterprise ought to pay. This is not a very dignified employment for a ship which was accounted when built one of the wonders of the world, but her owners desire some return for their money.

THE FIRST WATCHES.—At first the watch was about the size of a dessert plate. It had weights and was used as a "pocket clock." The earliest known use of the modern name occurs in the record of 1552, which mentions that Edward VI. had "one larum or watch of iron, the case being likewise of iron gilt, with two plummetts of lead." The first watch

may readily be supposed to have been of rude execution. The first great improvement was in 1560. The earliest springs were not coiled, but only straight pieces of steel. Early watches had only one hand, and being wound up twice a day, they could not be expected to keep the time of day exactly. The dials were of silver and brass; the cases had no crystals, but opened at the back and front, and were four or five inches in diameter. A plain watch cost more than fifteen hundred dollars, and after one was ordered it took a year to make it.

THE VALLEY OF THE RIO GRANDE.—The sand and gravel abounding about El Paso and for fully thirty miles around assure dry foundations for building and capital roadbeds for railroads, but are unfavorable for gardening or farming, very little of which is yet attempted. Even the corn and beans, the staple food of the Mexican population, has in great part to be imported. Potatoes and other vegetables are chiefly brought from California; the green and red chilies brightening almost every abode wall appear to be the only articles freely produced. Chickens are rarely seen on the hotel tables. Milk is almost invariably a very diluted solution of the condensed article. Butter is imported from Iowa or Missouri. In El Paso a great deal of the food used for animals, as well as for man, as yet comes from a distance. From California is brought a mixture of barley and oats, with occasional admixture of a little wheat cut just short of ripeness, allowed to dry, raked together, and with hydraulic pressure formed into bales of two hundred pounds, secured by wire, and sold here for one and one-fourth cents per pound. Alfalfa, or lucerne hay, is brought from Southern Texas in similar bales, and sells at the same price. Bran from the stone mills with old-fashioned separating appliances, and hence with plenty of adhering flour, ranges from one to one and one-half cents. Dry, hard California barley is chiefly used for the small proportion of horses which are grain-fed, and careful managers give at least one of the daily feeds soaked for twenty hours, but not allowed time for malting. The stoutest, best-bred horses in this region come from California, but there are numbers of smart, active ponies, twelve to fourteen and one-half hands, brought in from Old Mexico, where they cost from \$15 to \$20. Some of these Mexican and many of the Indian ponies are cream and fancy-colored. Some of the merchants have good mules from Southern Texas worth \$200 to \$300 per pair, and here, as elsewhere, dearer than the corresponding class of horses.

NOTEWORTHY EVENTS.

August 15.—Admiral Courbet of the French squadron began operations in Cochin China by blockading Tourane-ou, at the mouth of the river.—Another prominent banking house in Wall street N. Y., suspended, and great lack of confidence continued.—The liabilities of the Boston tanners, Shaw & Bros, who recently failed, were found to be over \$7,500,000.—The Postal Telegraph project acquired sufficient strength by the co-operation of well-known capitalists to insure its early success.

August 16.—In Spain it was ascertained that the late revolts were caused by French commercial speculators, who, it was shown, raised 750,000 francs for corrupting the Spanish army.—The International Electrical Exhibition was opened in Vienna.

August 17.—Eight thousand weavers in the Ashton-under-Lyne district, England, struck work. Twenty thousand persons in all are idle on account of the strike.—The great strike of telegraphers in the United States ended in failure; in New York city the Western Union gave 75 strikers their oil positions, and refused 150 theirs.—A collision of two railroad trains at Winchester, Ky., caused the explosion of 400 kegs of giant powder; two depots were destroyed, the trains completely shattered, two conductors killed, and an engineer not found was supposed to have been blown to atoms.

August 18.—The earnings of the great corporations of N. Y. were reported from the Comptroller's office at Albany. For the past year, the N. Y. Central Railroad earned \$28,929,444; the Wagner Sleeping-Car Company, \$405,381; Lake Shore Railroad, \$14,000; Manhattan Elevated, \$8,245,589; the Brooklyn Ferry, \$1,153,900; Brooklyn city Horse-Car Co., \$1,984,012.

August 19.—Jerezziah S. Black died at his residence in York, Pa. He was once Attorney-General, and once Secretary of State of the United States, and has been a foremost lawyer and statesman for nearly fifty years.

August 20.—The elections in France indicate the gain of sixteen seats in the Assembly by the republicans.—Riots between Catholics and Orangemen occurred in Lanarkshire, Scotland.

August 21.—The National and N. Y. city governments prepared to indicate formal recognition of Lord Coleridge, Lord Chief-Justice of England, on his arrival from England; his Lordship's baggage is to be passed by the Custom officers without inspection, and a guard of police and city officials are to be an escort from the steamer.

JOHNNY'S POCKET.

RECITATION FOR A LITTLE BOY.

Do you know what's in my pottet?
Such a lot o' treasures in it!
Listen, now, while I bedin it;
Such a lot o' sings it hold,
And all there is you sall be told.
Everysin' dat's in my pottet,
And when, and where, and how I dot it.
First of all, here's in my pottet
A beauty shell; I picked it up,
And here's the handle of a cup
That somebody has broke at tea,
The shell's a hole in it, you see,
Nobody knows that I have dot it,
I keep it safe here in my pottet.
And here's my ball, too, in my pottet,
And here's my pennies, one, two, three,
That aunt Mary gave to me;
To-morrow day, I'll buy a spade,
When I'm out walking with the maid.
I can't put dat here in my pottet,
But I can use it when I've dot it.
Here's some more sin's in my pottet?
Here's my lead, and here's my string,
And once I had an iron ring,
But through a hole it lost one day;
And here is what I always say—
A hole's the worst sin' in a pottet—
Have it mended when you've dot it.

ENSILAGE

CHARACTERS: Hopkins (an aspiring young journalist,) and Mr. Hayseed (a back-country farmer.)

SCENE: Editorial sanctum.

Hopkins. At last I have the situation I have hoped and prayed for. Mr. Stoopover has left for a two weeks' vacation and I am installed as editor for the time being! Now, *The Farmers' Friend and Cultivators' Champion* may consider itself entered upon a new era. I can feel that, with my journalistic experience, it will be just fun to run an agricultural paper. (*Knocks are heard at the door.*) Come in!

(Mr. Hayseed enters.)

Hop. Good morning, sir.

Hayseed, Mornin'. (*Looking around, staring and pausing.*) I 'spected to meet the proprietor as I'd appointed to discuss ensilage with 'im.

Hop. (*Offering chair.*) Well, the proprietor has gone into the country for a few weeks. (*Very politely.*) I am in charge of the journal.

Hay. O, you are? Well, you seem to have a pretty clean office here.

Hop. Yes. But about this ensilage. Ensilage is a pretty good breed, isn't it?

Hay. Breed! Why—

Hop. I mean its a sure crop; something that you can rely—

Hay. Crop!

Hop. Yes, yes, I know it isn't a crop at all.

Hay. Well, —

Hop. But you can do better and cleaner work with a good sharp ensilage on stubby ground than—

Hay. Take it for a sulky plow, do you?

Hop. No, no. You don't seem to understand me. Now, if a farmer builds an ensilage on low ground—

Hay. Builds an ensilage! You seem to have got the thing mixed up with some kind of a granary.

Hop. Pshaw, no! I must make myself plainer. You see, this ensilage properly mixed with one part guano and three parts of hypophosphate of antimony, with the addition of a little bran and tan-bark, and the whole flavored with chloride of lime, makes a top-dressing for strawberry beds which—

Hay. Why, ensilage isn't no manure.

Hop. No, certainly not. I know it is not often used in that way. You don't catch my drift. When I said top-dressing I meant turkey dressing—stuffing, you know—for Thanksgiving—

Hay. Great guns, man! Ensilage isn't a human food!

Hop. No, not a human food exactly. (*Grimacing.*) It isn't a food at all, in the true sense of the word. My plan has always been to lasso the hog with a trace chain, and after pinning his ears back with a clothes' pin, put the ensilage into his nose with a pair of tweezers.

Hay. My good lands! You don't use ensilage to ring hogs.

Hop. I never believed that it should be used for that purpose, but when you want to ring hens, or young calves to keep them from sucking—

Hay. (Rising slowly and with evidences of rheumatism.) Young man, (solemnly), you are a long ways from home, ain't you?

Hop. Yes. (Dropping his eyes beneath the stern glance at the farmer.) In my ancestral halls in England, sad-eyed retainers wearily watch and wait for my return.

Hay. Go home, young man, go home to your feudal castle, and while on your way across the rolling deep, muse on the fact that ensilage is simply canned food for live stock—put up expressly for family use in a silo, which is nothing less than an air-tight pit where corn stalks, grass, millet, clover, alfalfa and other green truck is preserved for winter use, as green and verdant as the sub-editor of the *Farmers' Friend and Cultivators' Champion*. (Laughing in guffaws. Retires.)

MAKE FRIENDS.

FOR DECLAMATION.

Make friends. Do not play the demagogue, but make friends. Do not have an enemy in the world if you can honestly avoid it. Any friend is a good thing to have, even if it is a friendly neighbor's dog. Do not fawn, or bend your self-respect, or sacrifice a principle, but act on the principle that it is your duty—a God-required duty—to produce all the happiness in the world of which you are capable. What will the result be? First, that you will be happier and better yourself. A man who is all the time trying to do good very rapidly grows to be a very good man. Secondly, it will give you business success and promotion.

A young man who has cultivated the friend-making spirit and manner is a treasure to any business house; and if in business for himself it gives him a great advantage over competitors. There is a class of young men who are so fortunately situated in life that they do not feel the necessity for personal popularity, and yet it is as highly important and desirable to them as to any others. It is important as vastly increasing their influence for good. It is desirable because in a country of free institutions, like ours, the choicest minds are not content with success in business and the accumulation of wealth. There are honors and pleasures of the most exquisite quality which wealth can no more purchase than it can purchase heaven. Let a man win such a place in the confidence and affection of the public that his fellow-citizens will, in emergencies, turn to him as to a tower of strength, and ask the use of his name for a position of great honor and trust; and though he may be unwilling to accept political preferment, he may find it not only a duty to them to do so, but he will have plucked the brightest and sweetest flower of earthly happiness. Make friends for your own better nature's sake; make friends for your friends' sake; make friends for the extension of your influence for good; make friends for the good of your fellow-citizens and your country. It cannot be done in a day. A man must make a good friend to others of himself before he can make good friends to himself of others.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

He that ruleth his spirit is better than he that taketh a city.—*Bible*.

Do what you can to do what you ought, and leave hoping and fearing alone.—*HUXLEY*.

LEARN as if you were to live forever; live, as if you were to die to-morrow.—*ANSALUS DE INSULIS*.

What are the best days in memory? Those in which we met a companion who was truly such.—*EMERSON*.

In private life I never knew any one interfere with other people's disputes, but that he heartily repented it.—*LORD CARLISLE*.

LET a man learn that everything in nature, even motes and feathers, go by law and not by luck, and that which he sows he reaps.—*EMERSON*.

THE restraining grace of common sense is the mark of all the valid minds; . . . the common sense which does not meddle with the absolute, but takes things at their word—things as they appear.—*EMERSON*.

A good book, whether a fiction or not, is one that leaves you farther on than when you took it up. If when you drop it it drops you down in the same old spot, with no finer outlook, no clearer vision, no stimulated desire for that which is better and higher, it is in no sense a good book.—*ANNA WARNER*.

EDUCATIONAL NOTES.

NEW YORK CITY.

BARON Albert Salvador, a Parisian journalist, and Prof. Paul Passy, commissioned by M. Jules Ferry, the French Premier, to inspect the educational system of the United States, arrived in New York city last week. Prof. Passy said: "The primary schools of France are admirable, while the secondary and superior are less worthy of praise. The illiterate population is as high as 50 per cent., in some parts, while in others it is much less. The compulsory school law has been in operation about a year. It is not well liked by some of the people, and many laughable excuses are made for non-attendance. It requires the attendance at school of all children between seven and thirteen years of age, but of course they may attend private schools or be taught at home, instead of going to the public schools. Attendance in the secondary and superior schools is not compulsory. The government supports the schools of the three grades throughout the republic, and they are free. The system of manual instruction for boys in the Paris schools has not been introduced into many schools, and it is optional whether the boys shall learn the use of tools where it is taught, but I think the system will be generally introduced, and that each pupil may be required to devote a brief time each day in school to some manual employment. Since the expulsion of the priests from the public schools many private schools have been established by them, and they are well attended. The women are more desirous than the men to have their children taught by priests, but I do not think the priests will ever regain control of the public schools."

ELSEWHERE.

A BURMESE woman, about 22 years old, who is called Mai Myit, has arrived from Burmah. She is the first Burmese woman who ever came to America. She is about five feet tall and very slender. Her features are like those of Chinese women, but her color is darker. She has been graduated from the schools in Burmah, and will study for five years in this country, and then return to work there as a missionary.

INDIANA.—James H. Smart, LL.D., for several years superintendent of public instruction of Indiana, and well known as an able man, has notified the trustees of Purdue University of Lafayette, Ind., of his acceptance of the presidency of that institution, and he will take charge of the same Sept. 1st. Mr. Smart received the degree of LL.D. from the Indiana University, at Bloomington, at its recent commencement.

PENNSYLVANIA.—The Allegheny city and county teachers' institute will convene in Allegheny City on Monday, Aug. 27, and continue in session five days. On the list of instructors are the names of Col. F.W. Parker, and Miss Patridge. Miss Patridge holds a high rank in the line of institute work and has a host of friends in Allegheny county, who will be delighted to see her on the rostrum once more. Col. Parker has a reputation second to none in the United States.

PENNSYLVANIA.—From the annual report of the public schools of York, 1883, it appears that the general tendency of educational work during the past year has been steadily onward since the opening of the year; a feature in the schools has been the stress placed upon the regular daily work of the pupil rather than any final examination as a requisite for passing to the next grade. Mr. W. H. Shelley, the superintendent, is evidently appreciative of all progress that has been made in educational methods.

VERMONT.—William H. Vanderbilt handed his check for \$3,000 to the proprietor of a hotel in the White Mountains to be distributed among the thirty college boys who are acting as waiters there. This is one of the ways adopted by poor young men in New-England colleges to make a little money for the following year, at the same time that they are getting the benefit of a vacation. Mr. Vanderbilt's gift was prompted, it is said, by the self-reliant spirit and gentlemanly bearing of these young men.

MISSOURI.—The teachers' normal institute, under the management of Prof. Fairbanks, opened last week at Springfield very auspiciously. An exceptionally intelligent body of teachers are in attendance, and they manifest a lively interest in the presentation of the best methods of teaching. Prof. Richardson, of Chillicothe, Ohio, lectured on "Prehistoric America," and Miss Parrish lectured on "Quincy Methods," and Prof. Fairbanks continued the same topic. Rev. Kirk Baxter spoke on "What constitutes a Teacher?"

ALABAMA.—Friends of the new education are everywhere disposed to place much dependence in the edu-

cational press, but here is the *Alabama Progress* replying to a correspondent's inquiries about the new education as follows: "We have seen several allusions to it and have listened to one address that purported to discuss it, and we are yet in the dark. We have even seen some allusion to a book on the subject, but so far as we know, no such volume has ever reached this region or been reviewed in the public prints." Is it possible that the far-sounding slogan has not yet been heard in Alabama?

CLEVELAND.—Leonard Case, founder of the Case School of Applied Science, was a man of amiable character, of fine culture, and of remarkable abilities, but his life was so clouded by constant ill health and by a singular constitutional shyness, that his talents were unknown even to his own townspeople, and hardly appreciated by his few intimate friends. He wrote poems, sketches, and tales for his own amusement, rarely publishing anything but an occasional mathematical paper in the transactions of the Smithsonian Institution. The manuscript of a complete novel, said to be excellent, was found after his death in a mass of documents.

MISSOURI.—An earnestness on the part of the teachers, perfect ease on the part of the conductor, and a hearty support on the part of the citizens characterize the normal institute just closed at Platte City. The arithmetic lesson showed that the ground principles of mathematics had been sadly neglected, in some schools, for the mere "doing of sums." Civil government and physiology were new to most of the teachers; great improvement in the much neglected art of reading was noticeable; orthography in various styles, oral, but principally written, with a few important governing rules, received attention.

ROCHESTER, N. Y.—Dr. N. W. Benedict has been Principal for many years of the Free Academy, and has proved himself to be an educator second to none in the State in his own sphere. A ripe scholar and a thorough teacher, he has commanded the respect of many classes of scholars. But for several years there has been an annual effort in the Board of Education to displace him, which has this year proved successful. By a unanimous vote Zachary P. Taylor, of Cleveland, was elected his successor at a salary of \$2,600. Mr. Taylor is a graduate of the University of Rochester in 1869, he has since been engaged in teaching, and has won an enviable reputation in his calling.

TEXAS.—The fifth annual catalogue of the Sam Houston Normal Institute, at Huntsville, shows among many gratifying facts that, including this year's class, the school has prepared altogether in four years 608 teachers. With a well-organized faculty and a complete course of study, the work is earnestly prosecuted. The school was established by the State of Texas for the purpose of furnishing competent teachers for the public schools. It is strictly professional, and its aim is to prepare teachers in the best possible manner for the work of the school-room. Its faculty fully appreciate the truth that the demand for educated teachers is steadily increasing, and that the difference between a qualified teacher and a mere school-keeper is becoming widely understood.

TENNESSEE.—The newly-issued catalogue of the I. O. O. F. College, Humboldt, Tenn., shows an attendance as follows: Primary Department, 110; Third and Fourth Grades, 74; Fifth, Sixth and Seventh Grades, 120; Collegiate Department, 103; Total, 407. The report says: "Our teachers love their work, and propose to keep space with the rapid advancement of the great science of teaching. With the best periodicals, educational papers, the latest works on education, and attendance upon the best normal schools and institutes, they are enabled to acquaint themselves with the latest and best methods. They are wide awake to the demands of their profession, and are not paralyzed by the stupor of dull routine work."

OBERLIN.—A chair of Political Science and International Law has just been endowed by gifts amounting to \$35,000, and Hon. James Monroe has been elected to it. By the liberality of Dr. Lucien C. Warner, of New York, Oberlin is to have a building three stories high and 150 by 130 feet on the ground, to cost from \$30,000 to \$50,000, to be used as the Conservatory of Music. Oberlin had last year in all the departments 1,493 pupils—123 more than in any previous year. While the number of students for years has exceeded one thousand, the number of graduates has not varied much from that of last year, when eleven graduated in the Theological department and nineteen from the Literary course.

MARTHA'S VINEYARD.—No one has visited this famous island but will long remember his visit. It

becoming more popular as a summer resort every year, for the air and scenery are very attractive. The views of the ocean here are magnificent. And most of the hotels and boarding-houses are homelike and pleasant. At one of the most charming points near where Lake Anthony and Meadow Lake unite Mr. A. G. Wesley has erected a commodious hotel. From it a fine view of the water northward is obtained; while in Oak Bluffs it is easily accessible by horse-cars from the Highlands. The "Wesley House" has become well known to the teachers and students attending the "Martha's Vineyard Institute" as well as to those attending the camp-meetings. The table and rooms are excellent, and every attention is paid to the wants of guests. The charges are moderate and it is conducted so as to produce a homelike feeling in the guests. It is popular and deserves to be.

AFRICA.—The Rev. William Mellen, who has just returned from Zululand, says that it is very hard to instruct the Zulus, because they wish nothing. "They crawl into their low huts, lie down on a mat with their heads on blocks. That is their height of happiness, and their hearts desire nothing more. They at first look upon clothes of all kinds as impediments, and in square houses with several rooms feel lost and uneasy. We first teach them the benefit of a hat. They feel the heat of the sun upon their heads, and hold up their shields for shade. A hat is to them a shield which fits the head. I find that if a man wants one thing and has it supplied, he straightway wants one or two things more. Soon our negro wants boots to protect his feet from the sharp stones, and the wearing of a shirt reconciles him to the use of light clothing. He may be the bearer of a letter from one missionary to another, and he marvels exceedingly that the man seems to be talking with the paper while it talks with him. He then wants to know if the paper can talk, and how it can do so is explained to him. He now feels an intellectual want, and is taught to read and write.

WEST VIRGINIA.—The Marshall county teachers' institute began July 30. About 140 teachers were enrolled, and all took an active part in the proceedings. There were more than a hundred subscriptions taken for educational journals. There are 184 schools in the county. The county superintendent, J. W. P. Reid, is very earnest in his efforts to make the schools a success. The Moundsville School, under the supervision of Prof. E. D. Haines, is carrying forward the new education, as taught in the *NEW YORK SCHOOL JOURNAL*. The Hancock county teachers' institute began Aug. 5. There are but 85 schools in this county, but there were 65 teachers in actual attendance. Major Lee, of the West Va. University, was present two days and gave valuable talks on physical training. John Morrow, Supt. of schools, Allegheny City, Pa., and James E. Morrow, principal of the Fifth ward school of the same city, were present and took an active part. This State, under the earnest efforts of State Supt. Butcher, is fast coming to the front educationally. The *N. Y. SCHOOL JOURNAL* is doing a great work in our State. It who take the *JOURNAL* and *INSTITUTE* are doing good work.

CHRISTIAN PHILOSOPHY SCHOOLS.—The summer schools of the American Institute of Christian Philosophy for 1883 met at Atlantic Highlands, N. J., Thursday, Aug. 2, and were addressed by Lyman Abbott D.D., on "The Theology of St. Paul;" on Aug. 3, by J. B. Thomas, D.D., Brooklyn, N. Y., on "Darwin, Emerson, and the Gospel;" on Aug. 4, by Chas. F. Deems, D.D., LL.D., who gave his anniversary address; on Aug. 6, by E. F. Burr, D.D., Lyme, Conn., on "Certain insignia of Organic Species;" on Aug. 7, by Rev. A. H. Bradford, Montclair, N. J., on "Hereditary Environment and Religion." A second session meets at Richfield Springs, N. Y., on Aug. 21, and will be addressed by J. H. Rylance, D.D., on "Counter Currents;" on Aug. 22 by Henry Darling, D.D., LL.D., on "Natural Christianity;" on Aug. 23, Benj. N. Martin, D.D., on "Design in the Elementary Structure of the World." On Aug. 24, Andrew D. White, LL.D., on "Christianity and the Development of Criminal Procedure;" on Aug. 25, by Charles F. Deems, D.D., LL.D., on "A Defence of the Superstitions of Science;" on Aug. 27, by Henry A. Buttz, D.D., on "Plato and St. John;" on Aug. 28, by Lansom B. Welch, D.D., LL.D., on "The Philosophy of Belief vs. Drifting;" on Aug. 29, by Isaac Errett, D.D., on "Discussion of the Leading Theories of Inspiration;" on Aug. 30, by Francis L. Patton, D.D., LL.D., on "Some Recent Criticisms of Theistic Proof;" on Aug. 31, by A. P. Peabody, D.D., LL.D., on "Beauty."

NEW JERSEY.—According to report the school interests of Jersey City are at present in a lamentable condition. There are 50,000 children between the ages of five and eighteen years, whose education is by law made

compulsory. The public schools can only accommodate 14,000 pupils. About the same number of children receive instruction in private schools. The rest of the school population is necessarily excluded from the public schools for want of room. The rate of taxation will be over \$3 on the \$1,000 next year, and the authorities say they cannot increase it without driving every property owner out of the city. Last year they did not even have money enough to buy coal for the schools. There are thousands of children who do not attend any schools because of the inability of the public schools to receive them. According to the report of the State Superintendent of Education there are 14,000 children in Jersey City who attend no school. About 2,000 applications for admission to the schools were rejected last year. Some of the schools are in a wretched condition. In No. 10, on Patterson street, the cellar is flooded, and the water stands over three feet deep. The sum of \$2,500 was appropriated to repair School No. 9, on Tonnelle avenue, but the money was diverted to some other purpose, and when the building became unfit for occupancy the city rented a wholly unsuitable building in its place. The law provides that each child of school age shall attend school for at least twelve weeks in the year, six weeks of which time shall be consecutive. It imposes a fine on the parent of \$3 a week for absence of the child. John I. Blair has recently added \$100,000 to the endowments of the school founded by him at Blairstown. Dr. S. H. Shumaker, well known for his educational labors in Pennsylvania, has accepted the principalship of the school.

KENTUCKY.—The Legislature of Kentucky, in 1871, authorized the Mayor and Common Council of the city of Owensboro to levy a tax not exceeding thirty cents on each hundred dollars' worth of property in the city, and a poll tax not exceeding two dollars on each resident of the city over twenty one years of age. The funds collected were directed to be used in sustaining the public schools of the city. All the taxes paid by people were to be expended in supporting public schools for white children only, and all the taxes paid by colored people were to be expended in sustaining public schools for colored children. The public schools for white children were to be managed by a board of white trustees elected by white voters only, and the public schools for colored children were to be managed by a board of colored trustees elected by colored voters only. The law also provided that the city might issue thirty thousand dollars of its bonds, the proceeds of which were to be used in building public school-houses exclusively for white children, with the provision that only the property of white people should be taxed to pay these bonds and the accruing interest thereon. The city last year had about five hundred colored children within the school age, and about eight hundred white children within that age. The taxes assessed and collected from the white people for the same year for school purposes amounted to \$9,400, and those paid by the colored people amounted to \$700. The result was that the school-fund raised by taxation gave the white children two excellent school-houses, excellent school facilities, eighteen teachers, and a school session of nine or ten months in the year. On the other hand, the colored children had only one inferior school-house, three teachers, school facilities of every kind far inferior to those of the white children, and a school-session of only about three months in the year. The colored people of Owensboro appealed to Judge Barr, of the United States District Court for Kentucky, for a writ of injunction to restrain the city authorities from carrying the law into effect. The judge granted the application and issued his injunction. He says the law is inconsistent with the first section of the Fourteenth Amendment, which reads as follows: "No state shall make or enforce any law that shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." Judge Barr is of the opinion that such a school-system as that established by the law of Kentucky for the city of Owensboro is a denial to the colored people of "the equal protection of the laws," as guaranteed by the Fourteenth Amendment. The denial is not in an unequal taxation, but in an unequal distribution of the benefits to be secured by taxation. Judge Barr very properly remarks: "If taxes can be distributed according to color or race classification, no good reason is perceived why a division might not be made according to the amount paid by each tax-payer, and thus limit the benefits and distribute the protection of the laws by a classification based upon the wealth of the tax-payers.

Such a distribution of taxes would entirely ignore the spirit of our republican institutions, and would not be the equal protection of the laws as understood by the people of any of the states of this Union at the time of the adoption of this amendment. The equal protection of the law is not possible if taxes levied and collected for governmental purposes are divided upon any such basis."

FOREIGN.

SPAIN.—For these notes we are indebted to the Bureau of Education. The school system is in an unprecedented state in some parts of Spain. In Santander the condition of the teachers is intolerable. For four months they have received no pay and have been forced to sell everything not absolutely indispensable to buy bread for their families.

FRANCE.—Before the revolution the French grammar schools were for the most part attached to endowed cathedral or monastic foundations. They had spacious playgrounds, and consequently the French boy of that period was an adept in games. But in 1792 all the ecclesiastical property was confiscated, and the government sold the playing fields.

CHINA.—China is called the "Celestial Empire" because the term Tien Chang, that is, "heavenly dynasty," means the kingdom which the dynasty appointed by heaven rules over; but the term Celestials, for the people of that country, is entirely of foreign manufacture, and their language could with difficulty be made to express such a patronymic.

TURKEY.—By command of the government a school must be established in every village, but there is not money enough to carry out the order. Halil Rifat, governor-general of Sixas, has made a proposition to the Porte, which has been accepted, to levy a tax of 30 oka of wheat yearly for five years for every yoke of oxen in the land. If this grain is sown and sold, there will be a capital of 30 million piasters in five years, to be applied to school purposes.

EGYPT.—The French schools in Cairo have recently received little pecuniary aid from the home government because they are under Jesuit management. Yet these schools do much to further French influence in the country because Egyptian youths are eager to learn French. The oldest of these schools is that of the Christian Brothers in Cairo, which was founded under the immediate patronage of Mehemed Ali. The Lazarists have another at Alexandria. It is a singular fact that the natives have no objection to these schools, while they regard Christian lay schools as atheistic institutions.

CHINA.—The yearly provincial examinations were held this year in Hongchow, the streets of which city are described as having literally swarmed with students of every age, from fifteen to eighty, and of all conditions, from the poor bank drudge to the sleek millionaire. The examination "hall" was an enclosure of some eight acres, containing 10,000 cells for the students, each cell being about three feet wide, five feet deep, and seven feet high, and furnished with two boards—one for seat and bed, the other for desk and table. The candidates went in on the 8th, day of the 8th moon, and remained in till the 10th, two nights and one day. Then they came out, and returned on the 11th, when they went through precisely the same ordeal, which was repeated on the 14th, and they finally left their cells on the 16th. It is no unusual thing, we are told, for a candidate to be found dead in his cell.

BELGIUM.—The Catholics have opened an opposition free school in nearly every place where there is a government school. At the end of 1880 the number of pupils in the church and priest-schools amounted to 580,380, and it was thought that the church would not be able to make such large expenditures much longer, and that the attendance at the priest-schools would consequently diminish. On the contrary, it increased in two years to 622,487, or 42,057 more than in 1880. The Catholic schools are in a more flourishing condition than the government schools, which were attended by only 340,118 pupils at the end of 1881. According to official returns, Belgium had in 1881, 7,850 public and 5,880 private clerical schools. Of these, 701 were government and 1,255 clerical infant schools. Of the government infant schools, 458 followed the Froebel system, while only 61 of the clerical schools were conducted on that system. These latter schools had only 21 female teachers who had passed examinations, while the government schools had 708. Of the 2,450 review schools, 875 were private, and then were 3,750 clerical primary schools, against 5,705 public or government schools of that grade.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one place of paper and that to go into this department on another.
3. Be pointed, clear and brief.

Is it important that the teacher study and fully understand the science of Phrenology in order to be better able to manage and understand the minds of the pupils? It is claimed by some that a knowledge of the science is an indispensable aid to the teacher. Do you think it is worth a teacher's while to take up his time in studying it? If it furnishes a key to the proper understanding of the mind, it should be more widely disseminated, and, if not, of any value practically, no one should bother his head about it. Please give your opinion and advice freely on this subject, as several of the teachers of this place are interested somewhat in the subject.

J. R. D.

[The study of Phrenology means really the study of the mind. Whether the parts of the brain are organs of the minds, as is claimed, is but one fact. That a teacher should know how the mind operates is very important; he must do this by studying his own mind and the minds of others. I would not advise the study of Phrenology, but would advise the study of the mind. This distinction may not seem clear. You are obliged to study mind if you study Phrenology; but you may study mind and not Phrenology. This I advise.—Ed.]

My school-house is built right on the open prairie, with no trees, in sight except some little ones set out by the farmers. The wood has to be brought from a distance of ten miles. To save the building from prairie fires there are a number of furrows plowed all around the grounds. We have had a prairie fire this spring. After school was out the scholars and I set back-fires all around the school grounds. This school is better supplied with apparatus than the average school in either Chenango or Broome County, N. Y. The questions for teachers' examinations are prepared by a State board. There are three sets of papers provided for the three different grades. No State certificates are granted, the first grade taking its place. The standard of education is generally low in this county, there being, I believe, only three teachers holding first grade certificates. To gain a first grade, however, requires a better education on the part of teachers than is necessary to gain one of the same grade in either Chenango or Broome Co., N. Y. Wages are about the same here as in New York. Common school teachers receive from twenty to forty dollars per month. Few get over thirty-five. Board costs about two dollars and fifty cents per week.

Minn.

B. W. P.

Enclosed please find one dollar for THE TEACHERS' INSTITUTE until 1884. I like the JOURNAL better, but I can't afford it. So terribly are school affairs managed in this city and State, that one cannot afford to indulge in those things that are absolutely necessary to give life and spirit to her work. The law reads that the schools shall be open twelve months, and each salary paid in twelve equal portions. As the money lasts only through eight months, we teach four for nothing. It is true part is vacation pay, but we are all in the hands of the brokers, paying 2 per cent. per month for six months for cash. April salary is not yet paid. Your INSTITUTE fills a place in my work that I should grieve to lose. It is true I have never yet read a number but it gave me headache; there were such glorious possibilities to be achieved if I might but work for them, and such insurmountable obstacles to be met, that the very remembrance of them makes me nervous again and wretched, still I read it with delight and tried to have other teachers get interested too, but I didn't; only an earthquake will waken some of our teachers; what can one do to shake up some of the dry bones?

H.

New Orleans.

[We are sorry to hear about those salaries; glad about the headache.—Ed.]

The article entitled "Occupation for Young Children" much pleased me. Could you inform me where to obtain such sets of blocks or boxes of letters as were mentioned in that article? Are they wooden or paper? How much would they cost per box or per half dozen, etc., etc.? If I were near a printing office all would be right, but it is almost as easy to get anything from New York as from Toronto. I am much pleased with the "Institute," because what is in it can be utilized.

A. W. B.

Will you please solve the old grindstone problem: Three men, A, B and C, purchase a grindstone 36 inches in diameter, how much must each man grind away to have his share, making no allowance for the eye.

J. H. D.

[We refuse all problems that fail to illustrate principles needful in teaching, but will give a hint to D., who may have no one near-by to aid him,—we suppose some "big boy" has proposed this to him. Suppose A has ground off his part. The proportion now is 1:2:3::36. That is the circle for B and C is 36 times the square root of 2-3.—Ed.]

The people in Seneca Co., N. Y., are just awakening to the fact that there is a Quincy method, and the question is asked, "How long does it require for a person to learn the new method?" 1. Where is the new method taught? 2. What is the expense of one year's study? 3. What is Miss Lelia Patridge's P. O. address? [At Normalville, Ill. 2. Price of board,—address Col. F. W. Parker at Normalville. 3. This office.—Ed.]

I don't think Martha's Vineyard is the place for Southern teachers. The expenses were \$15 for each separate study. I joined Col. Parker's class; his talks were good, but it appeared to me that a great deal of time was spent by persons electioneering for outside classes. I expected to see the common school course illustrated—it was not, however.

L.

In this county the examining board offered an extra grade to our Kansas Educationalist. J. W. H. [That is a patent way to obtain subscribers! Cannot the field be open Messrs. Examining Board? That is not the righteous way to do business. No wonder there is poor teaching. That is like the extra mark a teacher gave for good conduct. The good boys in arithmetic were marked higher than the smart ones.—Ed.]

I am no singer but can play an organ. Would you do this in a small school? What of my penmanship?

H. P. M.

[Certainly. You can play, they will sing. Penmanship is poor.—Ed.]

I taught in Pa. twelve years ago; now I have taken it up again. I see by reading your paper that a new movement has set in. I feel that a change has taken place. I will subscribe to the JOURNAL, and send a subscriber to the COMPANION.

G. A. D.

Nevada.

[This man does the reasonable thing. Intending to teach again he seeks for an educational journal; usually a man begins where he left off.—Ed.]

Will you please explain the "Wave Theory?" A. J. S.

DR. HOLLAND'S MONUMENT.—This monument at Springfield is about six feet by seven at the base, above which is a plinth with tablets; above the plinth, after two or three small steps, rises a short rectangular shaft, with ionic pilasters upon its four corners supporting a scroll. The shaft bears upon its face the relief, which is the striking feature of the whole. This represents Dr. Holland's face in profile, and is an admirable spirited likeness of him in a reflective mood. The relief is in the form of a parallelogram, and bears, besides the profile, a spray of bitter-sweet and the legend in Roman letters, "*Et vitam impendere vero*;" also Dr. Holland's name in full, his life-dates (July 24, 1819, and October 12, 1881), and the following inscription, being the first clause of his will: "For the great hereafter I trust in the infinite love, as it is expressed to me in the life and death of my Lord and Saviour Jesus Christ."

A CLERGYMAN was invited to attend a dinner given by Geo. W. Childs to eight hundred Philadelphia newsboys, and his duty was to ask the blessing. When the time came and the boys were seated, a signal on the drum was given for the boys to come to reverent attention for duty. But the boys took the drum as a signal to fall to with knife and fork, which they did with such vigor and unanimity that the clergyman could not be heard. We don't think those boys were to blame.

The sun should not set upon our anger, neither should it rise upon our confidence. We should forgive freely but forget rarely. I will not be revenged and this I owe to my enemy, but I will remember, and this I owe to myself.—COLTON.

EDUCATIONAL MISCELLANY.

GENUINE TEACHERS NEVER FORGOTTEN.

On Commencement Day a Professor overheard the remark: "There goes the old Professor; it is the last we shall see of him and his musty old papers." Sadness filled his heart, and he said afterward to a friend: "I have worked faithfully for the boys, and often thought that they loved me, but they will forget me in a month."

He was wrong; his own recollections should have taught him better; genuine teachers are never forgotten, and love for them increases with the flight of years.

In the crowd at Fulton Ferry one afternoon two ladies, one perhaps sixty years of age, the other less than forty, were passed by another lady, whose appearance was venerable and striking; tall and stately, yet benignant, she seemed like one accustomed to direct with gentleness. The younger of the two exchanged salutations with her, and remarked a moment afterward to her companion: "That is Miss —, my teacher twenty-five years ago, a lovely woman, the kindest friend I ever had except my mother; she has been my ideal of a true woman."

How beautiful the tribute of Professor Masson, in his great lecture on "College Education and Self-Education," to his instructors. It was this: "I could count up and name at this moment some four or five men to whose personal influence, experienced as a student, I owe more than to any books, and of whom, while life lasts, I shall always think with gratitude. The image of one silver-haired old man in particular now rises before me—a man not unknown in the history of his country—to whose memory, amid changing forms of fact and thought, I pay my poor tribute of undying veneration. Never, never to be forgotten, that face, that form, gazed on so long! Cold now he lies in a northern grave, and abroad, over the British earth, walk thousands who, with me once listened to his voice, and who, when they, too, are old and move heavily, will look back, back through the mist of years, fondly toward him and the distant time."

More brief, but not less touching, was the reference by Mr. Bancroft to his preceptor, of whom he says: "To-day, though it is seventy years since I passed from his care, my heart warms with affection as I recall his name."

Whether in the primary class, the seminary, or the University, or in that institution in which faithful work often exerts an influence as strong as that of any other form of teaching—the Sabbath-school—the genuine teacher is never forgotten. As years glide away the remembrance becomes more fond; a picture, with its harsher lines—if there were any—softened with beauty is ever present to the "mind's eye" of the grateful scholar.—Advocate.

A WHOLESOME ATMOSPHERE.

The breath of the courageous and consecrated Mary Lyon created the atmosphere of Mount Holyoke Seminary; it has sweetened many a pastor's home by the influences brought there by a "Holyoke" wife; it braced up one hundred of its graduates to go abroad on foreign missions to the heathen.

I once urged a father to send his careless, irreligious son to a certain school, whose teacher had some of the happy gifts of Arnold of Rugby. The lad was neither scolded nor badgered nor unduly exhorted; but he soon became entirely transformed by his surroundings. The pure atmosphere of the school seemed to penetrate his heart and mould his character, as a tonic air gives vigor to a bodily frame. Such a training school becomes a potent "means of grace," and reaches many on whom no sermons or personal exhortations had made any impression.

What is true of certain schools is pre-eminently true of that fountain-head of all civil, social and moral life, the home. We may care but little who bears rule at Washington, if we are only assured that God rules the American households. No

stream rises higher than its fountain-head. Puritan homes bred Puritan piety and heroism. Out of the lowly clap-boarded farm-houses of New England, with a rag carpet on the floor, and a well-thumbed Bible in each scantily furnished room, went the earliest missionaries of the Cross to foreign climes. The intensely religious atmosphere of such homes produced the Judsons, Goodells, Spauldings, and Horace Bushnells of the "Home-sprung age" of New England piety. From such homes flowed such a steady stream of consecrated youthful energy into our colleges that no complaint was heard of a famine of candidates for the ministry. And the spot where the sorely needed reform must begin that will replenish the pulpit, is not in the colleges so much as in the households.

All the best preaching that can be marshalled in the Sabbath pulpits of our communities is unable to counteract the malarious influence of godless, frivolous homes. Just as soon expect to grow sugarcane in Greenland, or oranges in Alaska, as to rear the plants of grace in a family whose very air is saturated with worldliness. The irreligious influence of father and mother taints the children, as escaping sewer gas penetrates a house with the seeds of typhoid fever. The incessant talk about money or fashion, or self-indulgence, the utter neglect of all Sabbath observance, the whole daily round of thinking, acting and living, poison the very core of the children's hearts. How can religion live in such an atmosphere? How can the next generation be trained for the country's needs, the Church's service, and the kingdom of Christ, in homes where the Bible is no more a text-book of conduct than in the tent of a Mussulman.—*DR. CUYLER in Evangelist.*

DIXON PENCIL PRIZE DRAWINGS.

Two years ago the system of awarding prizes for lead pencil drawings was commenced by the Dixon Graphite Pencil Co. of Jersey City. The results were so satisfactory that the number of prizes was largely increased for the second year. The following is the report of the judges for the season of 1892 and 1893. The conditions were, first, that the pupil should come from a Public, Private, or Art School in the United States; second, that the drawing should be wholly executed with the Dixon American Graphite Pencil. The judges chosen were Miss Josephine Locke, Supervisor of Drawing in the public schools of St. Louis, Mo., Mr. Henry Hightings, Director of Drawing in the Boston, Mass., Schools, and Mr. James Smilie, of New York. The latter gentleman was unable to be present at the examination. The total number of drawings received was 354; from males, 126; from females, 228. They represented 25 States in the Union.

ART SCHOOLS.—The pupils' prizes were awarded as follows:—O. D. denotes object, O. D. original design, R. reproduction, L. life. E. B. Stewart, Lynn, Mass., \$15.00; Miss Abbie L. King, Hartford, Conn., \$12.00; Ernest L. Proctor, Lynn, Mass., \$10.00; Chas. H. Woodbury, Lynn, Mass., \$8.00; Anna B. Van Fleet, New York, (Woman's Institute of Technical Design) O. D., \$25; Carrie de Clynne, New York, (do.) \$20.00; D. C. Jacques, New York, (do.) \$15; A. E. Woodcock, New York, (do.) \$10.00; Mary Partridge, St. Louis, Mo., \$5.00; Sydney P. Guild, Lynn, Mass., \$12.00; Miss McDougall, New York, \$10.00; M. L. D. Watson, Merristown, N. J., \$8.00.

NORMAL SCHOOL PUPILS.—Belle Gregory, Tonica, Ill., \$15.00; M. M. Guist, Titusville, Pa., \$12.00; Louise Payne, San Jose, Cal., \$10.00; Agnes Howell, Dixon, Ill., \$8.00; Mary F. Dewing, Baltimore, Md., \$25.00; Jennie Sterling, Baltimore, Md., \$20.00; D. A. O. Owings, Baltimore, Md., \$15.00; Lucy E. Hudgins, Baltimore, Md., \$10.00.

HIGH SCHOOL PUPILS.—David S. Kots, South Bend, Ind., \$25.00; E. M. Chase, Washington, D. C., \$20.00; Nathan M. Allen, Lancaster, Mass., \$15.00; Fred. L. Emery, Lexington, Mass., \$10; Alice Hotelling, Albany, N. Y., \$8; Susie M. King, Albany, N. Y., \$8; Mary Shanks, Albany, N. Y., \$8; each \$10. **COMMON SCHOOL PUPILS.**—Bessie A. Albany, N. Y., \$20.00; D. A. Almou H. Millard, Albany, N. Y., \$15.00; Harold Fowler, Madeira, Ohio, \$10.00; Almon H. Millard, Albany, N. Y., \$8.00; Bessie A. Grindrod, Albany, N. Y., \$6.00; Sara Masterman, Stillwater, Minn., \$3.00; Clara B. Crossman, Swampscott, Mass., \$20.00; L. E. Emogene Hazeltine, Jamestown, N. Y., \$15.00; Frederic E. Bausch, St. Louis, Mo., \$10.00; S. Athalia Fechtig, Wellersburg, Pa., \$8.00; N. B. Greene, Fort Plain, N. Y., \$6.00; Frank L. Sewell, Evanston, Ill., \$3.00.

PRIVATE SCHOOL PUPILS.—Amelia Langley, New York, \$5.00; Hattie D. Osborn, Amherst, Va., \$3.00; Alice G. Alrich, Carver City, Kan., \$2.00; Geo. A. Williams, Newark, N. J., 0. \$2.

PRIMARY, INTERMEDIATE, KINDERGARTEN.—Anna W. Hill, Tongue River, Pa., \$10; M. E. Ashbridge, West Chester, Pa.; \$8; Lena Hickley, Syracuse, N. Y., \$7; G. G. Cotton, Elma, N. Y., \$5; Nellie Grigg, Springfield, Mo., \$4; George Tupper, S.racuse, \$3; Marion Gienny, Genesee, N. Y., Fanny Porter, Asheboro, N. C., Bernice Newman, Stillwater, Minn., Louse D. Biddell, Hunter, N. Y., Elma Libolt, Elmira, N. Y., G. G. Cotton, Elma, N. Y., Linda Hoopes, West Chester, Pa., Minnie Sanborn, Huntington, W. Va., John W. Ensign, Huntington, W. Va., \$2 each. **Junior High.**—Westchester, Pa., Lyman H. Spafford, Huntington, W. Va., Minnie M. Blakeslee, Westfield, Mass., Roland Hopkins, West Chester, Pa., Ida May Boyton, Lynn, Mass., Percy S. Darlington, West Chester, Pa., Edith E. Spofford, Huntington, W. Va., Grace Sibey, Westfield, Mass., Clara J. Martin, Chapel Hill, N. C., Bertie Soule, Stillwater, Minn., William Walker, Stillwater, Minn., S. Harvey Yocum, Uwechland, Pa., Eugene V. Faucett, Uwechland, Pa., S. Leighton Rooke, Uwechland, Pa., Frank S. Hoopes, Uwechland, Pa., Child 7 years old, Washington D. C. **National Kindergarten.**—Edmund T. Abbott, Pleasant Mills, N. J., Ernest Newman, Stillwater, Minn., Ida D. Enrickson, West Chester, Pa., Charlie Edwards, Washington, D. C., National Kindergarten, \$1.

In addition to these, there were ninety other prizes of beautiful case of artists' pencils given to the ten best drawings in the respective classes, after the cash prizes were awarded. Several prizes remain unawarded, there not having been received any drawings in competition.

FOR THE SCHOLARS.

GOOD ADVICE CORNER.

FOR HOT DAYS.

You have heard of the man who went to a noted physician and told him of a pain he had in his side whenever he touched it. He wanted the doctor to cure him. "Well," was the physician's reply, "I will tell you how to stop that pain: don't touch the place!" My advice about keeping cool is of the same character; don't get hot. Don't imagine because it is July that it must be hot. Many days in that month are just pleasantly warm if people were willing to think so. Don't exert yourself unnecessarily. What you have to do, do quietly. Plan beforehand and half your work is accomplished. Don't be idle because it is warm. Occupy yourself; do something for some one else. An unselfish person does not feel the heat so much because he is thinking of some one besides himself. Determine before breakfast to accomplish something before night. A little record of what you do in the summer months is a pleasant reminder when winter comes.

Prepare yourself for the warm weather. Dress simply and coolly. Do not go out in the middle of the day if you can avoid it. If you are compelled to go out then, carry a sun umbrella and a fan. Walk leisurely in the shade, and make yourself comfortable. Be careful about cooling off too rapidly. If you are in a perspiration, do not sit in a draft, or in too strong a wind. Bathe morning and evening, keep the body clean and pure and you do a great deal towards your comfort in the warm days.—*Scholar's Companion.*

WHO ARE THE FAVORITE POETS?

BY JORDAN GAY.

Many of our best known poems have become familiar through the music to which they have been set. Some of the poets seem to be greater favorites than others with the composers. For instance, one poem of D'Israeli's has been set to music, and one each of Milton's and Wordsworth's. J. G. Holland has had two; Phoebe Cary, Lord Lytton, Gerald Massey and John G. Saxe three; W. M. Thackeray, Thomas Campbell and William Cullen Bryant four; Owen Meredith (the son of Bulwer-Lytton) five; Charles Dickens, Victor Hugo, James T. Field, Bayard Taylor, and Bret Harte six; Edgar Poe and Shelley seven; Alice Cary eight; Mrs. Mulock-Craig nine; Miss Celia Thaxter ten; Oliver Wendell Holmes eleven; Thomas Bailey Aldrich twelve; Goethe fourteen; Charles Kingsley fifteen; Shakespeare sixteen; Barry Cornwall and Walter Scott seventeen; Tom Hood twenty; Jean Ingelow thirty-two; Adelaide Proctor and Robert Burns thirty-four; Byron thirty-five; Heinrich Heine forty-two; Mrs. Hemans fifty-seven; Alfred Tennyson seventy-four; Thomas Moore seventy-eight; and our own Longfellow ninety—our *Scholar's Companion*.

S. C. FOSTER.

BY B. V. W.

There are four songs which are sung in every part of the country, in the cities, in the towns, and on the farms. The names of these songs are "The Old Folks at Home," "My Old Kentucky Home," "Massa's in de Cold, Cold Ground," and "Old Black Joe." They are played on the piano wherever the piano is found, and almost every hand-organ includes them among its airs. The composer of these and many others besides was Stephen Collins Foster. He was born on the 4th of July, 1826, in Pittsburg, Penn. As a child he was very fond of music, and when seven years old had learned to play the flageolet without the aid of a teacher. He delighted in writing poetry and then humming a tune over and over until he got it to suit the feeling expressed in the words. Two of his songs were published when he was sixteen years old; at this time he was a clerk in Cincinnati, but when his songs succeeded so well he gave up his position and devoted his time to his favorite work. "Massa's in de Cold, Cold Ground" was written after a trip to New Orleans, and was suggested by thoughts of his father, who was a victim of paralysis. The last negro song he wrote was "Old Black Joe," a great favorite with a large class of people. During the last years of his life he became quite reduced in circumstances, and some of his best songs were written in the back-room of a grocery-store in New York city. He died in a New York hospital, with no friend near and while his songs were heard through every street in that great city. But though his life was so obscured his name is known throughout the world by his many songs, which are translated into the different languages.—*Scholar's Companion.*

A TALK ABOUT BEES.

BY J. GORDON GREY.

Every one who has been in the country in the spring time has seen bees. Two kinds are seen: the small brown and yellow ones, which are called honey bees, and the larger black and yellow ones called humble bees. Honey-bees are so-called because making honey is the occupation of their life,—they all follow the trade perseveringly. In this busy occupation they have always kept up a reputation for industry and so, "as busy as a bee," became long, long ago a proverbial expression.

How bees carry on their work has occasioned no small amount of study. They usually live in hives, and there they build their comb, which is composed of countless small cells, or little six-sided rooms, built of wax. When we look at a piece of honey-comb as it lies on our plate at the table, we wonder what marvelous method the bee could possess by which he builds so regularly and so beautifully; he must surely be a natural architect. The waxy building-material is secreted in the form of scales under six little flaps situated on the under side of the insect. It is then pulled out by the bee and molded with other scales until a tough piece of wax is formed. How the bee manages to build these cells with such mathematical accuracy is not known. Six-sided is the best possible shape for strength and space combined. The edges of the cells are strengthened with a substance called propolis, a kind of gum procured from the buds of various trees. This propolis is also used to stop up crevices. After the bees have built their store-houses they begin to manufacture honey. They go out in every direction, over field and forest, over meadow and garden, in search of the flowers.

They do not gather the honey as the bird gathers fragments for its nest, but they have pockets which they fill up before returning to the hive. In this gathering of honey from near and far, the bees distinguish themselves as hard workers. For instance, each head of clover contains about sixty distinct flower tubes, each of which contains a portion of honey not exceeding the five-hundredth part of a grain. The proboscis of the bee must, therefore, be inserted into 500 clover tubes before one grain of honey can be obtained. Each pound of honey represents 2,500,000 clover tubes sucked by bees. Isn't that a tremendous amount of labor for insects to perform?

The manner in which the bees govern themselves is very curious. Their political system is to have a queen-bee, who rules the household and lays all the eggs from which the inhabitants of the hive are produced. She deposits from two to three thousand eggs daily for weeks in succession. The workers build combs and gather honey. The males are drones and gather no honey, and are killed off in August.—*Scholar's Companion.*

THE FUNNY MEN OF AMERICA.—NO. III.

ARTEMUS WARD.

Charles Farrar Browne was born in this country in 1836. He is better known under the name of Artemus Ward which he adopted, and under which he wrote and lectured. Just a few words about his history and then we will see why his writings place him among the "funny men."

He began life, like Mark Twain, in a printing office setting type. Then he became a newspaper reporter, and the jokes that found their way from his pen were copied into all the leading papers, and Artemus Ward's name was the signal for something funny to follow. He went to California and gave a lecture on "The Babes in the Wood," and for an hour and a half his audience laughed at his jokes and funny sayings. Even the reporters declared they could not write they were so filled with laughter. There was very little about The Babes in the Wood, but the lecture was bright and funny and a great success. Ward traveled through the United States, everywhere making friends, and then to England, where he died.

In his lecture on the Mormons, he says: "Brigham Young is an indulgent father and a numerous husband; he has married two hundred wives; he loves not wisely but two hundred well. He is dreadfully married. When I was up at Salt Lake City I was introduced to his mother-in-law. I can't exactly tell you how many there is of her, but it's a good deal."

Once, when he was at a loss for something to say during a lecture, he remarked: "Time passed on. It always does, by the way. You may possibly have noticed that time passed on. It is a kind of way time has."

He had a panorama which he explained as it was ex-

hibited. It was very poorly painted but Artemus made the best of it. When anything especially poor came up he would look admiringly at it and then, with a look of reproach to the audience, remark: "This picture is a great work of art; it is an oil painting done in petroleum. It is by the old masters. It was the last they did before dying. They did this and then they expired. I wish you were nearer it so you could see it better. I wish I could take it to your residences and let you see it by daylight. Some of the greatest artists in London come here every morning before daylight, with lanterns, to look at it. They say they never saw anything like it before and they hope they never will again." Then, pointing to some brown splashes of paint, "these are intended for horses; I know they are because the artist told me so. After two years he came to me and said: 'Mr. Ward, I cannot conceal it from you any longer. They are horses.'"

Another time he said: "When I was a boy I used to draw wood. I drew a small cart-load of raw material over a wooden bridge. The people of the village noticed me. I drew their attention; they said I had a future before me; up to that time I had an idea it was behind me." And again, speaking of himself: "I became a man. I have always been mixed up with art. I have an uncle who takes photographs, and I have a servant who takes anything he can get his hands on."

Much of Artemus Ward's humor lay in his manner of saying things. People laughed before he finished telling a joke. Five minutes after he had begun a lecture his audience was completely charmed, ready to laugh or cry. He was a worthy and lovable man, kind, sensitive and affectionate. When he died, a friend of his said there had passed away the true spirit of a gentleman.—*Scholar's Companion*.

THE STORY OF ARION.

Arion was a famous musician, and lived at the court of Periander, king of Corinth, with whom he was a great favorite. There was to be a musical contest in Sicily, and Arion longed to compete for the prize. He told his wish to Periander, who besought him to give up the thought.

"Pray stay with me," he said, "and be contented. He who strives to win may lose."

Arion answered, "A wandering life best suits the free heart of a poet. The talent which I have, I would fain make a source of pleasure to others. And if I win the prize, how will the enjoyment of it be increased by the consciousness of my wide-spread fame!"

He went and won the prize. Then with his prize-money started in a Corinthian ship for home. On the second morning after setting sail he overheard the seamen exchanging hints with one another, and found they were plotting to obtain his treasure. Presently they surrounded him and said,

"Arion, you must die! If you would have a grave on shore, yield yourself to die on this spot; but if otherwise, cast yourself into the sea."

"Will nothing satisfy you but my life?" said he. "Take my gold, and welcome. I willingly buy my life at that price."

"No," they answered, "we cannot spare you. Your life will be too dangerous to us. Where could we go to escape from Periander, if he should know that you had been robbed by us? Your gold would be of little use to us, if, on returning home, we could never more be free from fear."

"Grant me, then," said Arion, "a last request, that I may die as I have lived, as becomes a bard. When I shall have sung my death song, and my harp-strings shall cease to vibrate, then I will bid farewell to life, and yield to my fate."

His wish was granted and after his song Arion plunged into the sea. The waves covered him, and the seamen fancied themselves safe from detection. But the music had drawn about the ship the inhabitants of the ocean, and when Arion fell in the water, a dolphin carried him to the shore, and he hastened to Corinth where Periander received him with joy. He told of his adventure and with his friend went to the ship in which Arion had started for home. The seamen were frightened to see the person whom they thought at the bottom of the ocean, and fell at his feet thunderstruck.

"He lives," exclaimed Periander, "as for you, I invoke not the spirit of vengeance; Arion does not wish for your blood! Ye slaves of avarice, be gone! Seek some barbarous land, and may never anything beautiful delight your souls!"—*Scholar's Companion*.

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BOOK DEPARTMENT.

NEW BOOKS.

ESSENTIALS OF GEOMETRY. By Alfred H. Welsh, A. M. Chicago: S. C. Griggs & Co. \$1.50.

Here is a new geometry which we are enabled to say, after examining it with a critical curiosity, surpasses the lauding advertisements which foreran it,—a thing very rarely to be said of text-books now-a-days. The most pleasing features to be mentioned are: Its definitions, so well combining adequacy and conciseness; the logical order preserved in the arrangement of theorems; the simplicity and clearness of the demonstrations, and the all but faultless diagrams. In each of these respects it is not overpraising to say Prof. Welsh has more satisfactorily supplied the actual need of the class-room than did Euclid or Chauvenet or Olney. There is evidenced throughout the whole book, including both plane and spherical geometry, a ripe experience in class-work, and the author has not, in becoming author, laid aside the simple methods employed in teaching his own pupils. The genuine excellence of this text-book will hence be obvious. It is seldom that writers of geometries economize the learner's attention as Prof. Welsh does. The abridgement of old definitions in the most exact of the exact sciences is a very delicate operation, and an unskilled hand is sure to bring ruinous results; but we are convinced that, in not a few instances in the present work, the author has not only shortened but completely re-expressed definitions, and did it well. The chief good resulting is invariably to be found in the economizing of attention,—release of the thought from the unimportant and incidental, and the concentration of it in the important and essential. The old confusion of stating a theorem and its converse altogether has been well avoided, and there is, in that regard, marked conservation of the pupil's attention. It is an excellent geometry, not a needless addition to the already extensive bibliography of its subject, but a geometry written by a capable hand and pursuant to a fixed design. The pupil, in studying this book, will find a clear and distinct view opened to him, for the curtains have been drawn aside by one who is at once a mathematician and a psychologist. Prof. Welsh deserves the heartiest congratulations and thanks of all earnest teachers.

DEVELOPMENT LESSONS FOR TEACHERS ON SIZE, FORM, PLACE, PLANTS AND INSECTS, AND LECTURES ON THE SCIENCE AND ART OF TEACHING. By Edmond V. De Graff and Margaret K. Smith. New York: A. Lovell & Co.

Supt. De Graff is well known as the author of the "School-Room Guide." He has been an instructor in the institutes in the States of New York, Pa., N. J., West Va., and N. C., and always receives a warm welcome. This work contains but little from his pen. The first 130 pages are from the pen of Miss Margaret K. Smith, a graduate of the Oswego Normal School.

The lessons by Miss Smith are lessons in method. This plan of assisting teachers was very popular once at Oswego, and Prof. Sheldon published a work on object lessons; but there has been a reaction since then, and there is less reliance on teaching methods than formerly. What are termed "Object Lessons" have been learned by teachers and given by them only to disgust those capable of seeing their uselessness, if not harmfulness. It was this *learning* of object lessons that caused the reaction that has hardly disappeared as yet.

Methods have a place, but a comprehension of a principle is worth all the methods that can be made. If the teacher understands a principle the method is easy. Hence a method is good to exemplify a principle. To use a method properly the teacher must know the underlying principle.

The lessons by Miss Smith are first directed to the senses. The object is stated to be to cultivate perception, conception, comparison, memory and language. The lessons show dexterity in talking with children, and exhibit a comprehension of the general principles of instruction. As this book is for teachers, it would have been more serviceable had there been a discussion of the principles of teaching instead of a presentation of the bare method.

The Quincy School Work by Supt. De Graff is a compilation from several sources. There are notes of the lectures at the Martha's Vineyard Institute, but as these were not revised by the author they do not possess the value they otherwise would have.

The Lectures on the Science and Art of Teaching are in the best vein of the author. He possesses the power to gather the best things from all sources, and this is exemplified here. The subjects of Reading, Spelling,

etc., are carefully analyzed, and afford great aid to the teacher. The whole work has valuable points, but it is composed of heterogeneous materials and lacks unity.

NOTES.

A notable performance in verse is "Modern Pedagogy, a Poem," by George D. Hunt. Many of the immutable principles of well-teaching are to be found in its six cantos. The price is 20 cents, and it is published by the author at Canton, O.

Messrs. James R. Osgood & Co., have just published a very pretty little pamphlet, with the price of 10 cents, containing Col. George E. Waring's famous horse story, "Vix," which the London *Spectator* characterized as "genuinely pathetic."

An excellent number of the "Standard Library," lately issued, is "Scottish Characteristics," by Paxton Hood. The traditional and veritable Scotchman is verily photographed in a most entertaining way. Some of the most readable chapters are those entitled "Scottish Humor," "Scottish Dialect," "The Old Scottish Lawyers and the Law Courts," "Old Edinburgh," and "The Old Scottish Lady." The price is 25 cents.

"School Songs," published by S. R. Winchell & Co., of Chicago, is a handy pamphlet containing an excellent collection of three and four-part songs for grammar and high schools, and the arrangement is deserving of especial praise. Mr. H. W. Fairbanks, the compiler, has performed his task without fault, and proves that he has had large experience in adapting melodies to the capabilities of young children. Price 10 cents.

The frontispiece of the *American Magazine of History* for August, is a fine portrait, never before engraved, of the hero of battle and romance, Col. Alexander Scamell, who fell at the siege of Yorktown in 1781. The article, "Clayborne the Rebel," is a chapter of authentic history, contributed by John Esten Cooke. The second paper is the conclusion of Captain Potter's able series of essays, "Texas admitted to the Union." The new management are to be heartily congratulated on its pronounced success. Publication office, 30 Lafayette Place, New York City.

Messrs. A. S. Barnes & Co. have just issued two interesting works of an educational character. The first is a fourth edition of Giffin's "How Not to Teach," revised and enlarged so as to include a chapter on "The Way to Teach," with a practical illustration in the form of a series of Number Lessons (after Grube), with test problems for review exercises. Price post-paid, 35 c. The second is the "Light Line Short Hand" of Roscoe L. Eames. This is a text-book giving a practical phonetic system without shading. It is adapted for business, correspondence and verbatim reporting, and has been successfully used by the author for many years. The illustrations occupy fifty-eight full pages, and there is a vocabulary of 4,500 words and phrases. Price post-paid, \$1.50.

THE TARIFF.—A great deal is now being said everywhere about a "revision of the tariff." Most countries lay a tax on various articles; this is called a tariff. The object of this tax is to furnish money to the government; it also helps the home manufacturer. Congress at its last session appointed commissioners to inquire into the effect of the tariff upon the general welfare of the country. The origin of the word tariff is thus described: On the coast of Spain, just outside the Straits of Gibraltar, there is an island called Tarifa. When the Moors had possession of Spain they established a custom-house upon it. The taxes were fixed by the collector. Every vessel passing through the straits in either direction was brought to and robbed of as much as this collector saw fit. If he delivered up about fifteen per cent of his cargo or paid its equivalent in money, he was allowed to go in peace. If he proved stubborn his vessel and cargo were confiscated. Generally, however, no resistance was offered. When the vessel arrived at the port of discharge her owners assessed the loss on the purchasers of the goods. Hence all money collected on cargoes is called a tariff, from the island whence it was first started.

SOME complaint is made that Mr. Whittier in his Fourth of July poem uses the word "transpires" for "occurs," and makes "interviewed" rhyme with "good." The verse is:—

"Whate'er of folly, shame, or crime
Within thy mighty bounds transpires,
With speed defying space and time
Comes to us the accusing wires."

Publisher's Department.

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such entire satisfaction for improving and beautifying the complexion as "Pearl's White Glycerine." It penetrates the skin without injury and produces a delightful effect upon it.

Hay-Fever. My brother Myron and myself were both cured of catarrh and hay-fever last July and August by Ely's Cream Balm. Up to this date, Dec. 28, neither has had any return of these troubles. Gabriel Ferris, Spencer, N. Y.

*Lydia E. Pinkham's great laboratory, Lynn, Mass., is turning out millions of packages of her celebrated compound, which are being sent to the four winds, and actually find their way to all lands under the sun and to the remotest confines of modern civilization.

STEAM NAVIGATION.—The first practical use of steam as a motive power for vessels was by Blasco de Garray, at Barcelona, Spain, June 17, 1543. In 1630, Charles I., of England, granted a patent to David Ramseye, "to make boats, ships, and barges to go against strong wind and tide." While Denis Papin, a French engineer, is claimed to have been the inventor of the steam engine in 1690, Jonathan Hulls, who in 1736 obtained a patent for propelling a boat by steam, which, however, was never put to practical experiment, was no doubt the first Englishman who proposed to apply that power to naval purposes. James Watt, who did more to make navigation by steam a practical success than any inventor who preceded him, obtained his first patent for a steam engine in 1769. The general idea of propelling vessels by a submerged helix or screw is ancient, and its modern application to vessels propelled by steam-power, is not due to any one man.

In the year 1810, arrangements were made with Robert Fulton to construct a steam ferry boat, and on July 3, 1812, one began running between Paulus Hook, Jersey City and New York.

HOW TO REMOVE A TIGHT RING.—A novel method of effecting the removal of a ring which has become constricted around a swollen finger, consists simply in enveloping the finger with a length of flat India rubber braid, such as ladies make use of to keep their hats on the top of their heads. This should be accurately applied—beginning, not close to the ring, but at the tip of the finger, and leaving no intervals between the successive turns, so as to exert its elastic force gradually and gently upon the tissues underneath. When the binding is completed, the hand should be held aloft in a vertical position, and in a few minutes the swelling will be perceptibly diminished. The braid is then taken off and immediately reapplied in the same manner, when, after another five minutes, the finger, if again rapidly uncovered, will be small enough for the ring to be removed with ease.

INSIDE the Garfield vault in Lake View Cemetery, Cleveland, is a tall silver vase which Mrs. Garfield keeps filled with fresh flowers. On the casket lies Mme. Modjeska's offering of immortelles. Near by is a sheaf of wheat, and at the foot the large palm-leaf fan that was laid on the casket at Elberon. On the fence outside hangs a box in which visitors drop contributions to the monument fund, amounting to about \$2.50 a day.

HONEST good humor is the oil and wine of a merry meeting, and there is no jovial companionship equal to that where the jokes are rather small and the laughter abundant.—W. IRVING.

"WHAT is the name of your cat, sir?" "His name was William," said the host, "until he had fits; since then we have called him Fitzwilliam."

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Mirth has an hygienic value that can hardly be overrated while our social life remains what the slavery of vices and dogmas has made it. Joy has been called the sunshine of the heart, yet the same sun that calls forth the flower of a plant is also needed to expand its leaves and ripen its fruits; and without the stimulus of exhilarating pastimes, perfect bodily health is as impossible as moral and mental vigor. And, as sure as a succession of uniform crops will exhaust the best soil, the daily repetition of a monotonous occupation will wear out the best man.—FELIX L. OSWALD.

OH, happy he who is in love with beauty!—to whom flowers are a heavenly language; day and night and weeks and months and years and centuries, a rhythmic song; music a revelation of the infinite and the divine; seas and skies and mountains and plains, voiceful echoes of the everlasting Word, and all life the expression of the everlasting love. Oh, happy he who can rise out of his work, and from this heavenly realm of culture look down upon it, and recognize the fact that it is only the minister to a life as far above it as the heavens are above the earth!—J. G. HOLLAND.

He who would still more thriving be,
Must leave his bed at turn of three;
And who this latter would outdo,
Will rouse him at the stroke of two.

And, by way of climax to it all, it should be held, that

He who would never be outdone,
Must ever rise as soon as one.
But the best illustration would be,
He would flourish best of all,
Should never go to bed at all.

It is exceedingly bad husbandry to harrow up the feelings of your wife.—G. D. PRENTICE.

Walk more, and Sleep Soundly.

Mr. JOHN W. COLE, Principal of the Gale School, Troy, N. Y., writes us:—

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